

**Level 2 Technical Certificate in  
Engineering (Maintenance)**  
**[1145-21-026]**

**Synoptic Assignment 2019 – v1.0**

PAST ASSIGNMENT

DO NOT USE FOR LIVE ASSESSMENT

## 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 the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

### **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 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 continue the assessment until they are sure you are ready for assessment and can work safely.

### **Presentation of work**

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

You should make sure that each piece of evidence including any forms 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 or hand written unless stated otherwise.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, as well as 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.

PAST ASSIGNMENT (2019) – DO NOT USE FOR LIVE ASSESSMENT

## Assignment Brief

You are a Maintenance Engineer who has been tasked with the investigation and repair of a fault on a piece of engineering equipment or engineered system. The engineering assets with the fault will be provided by your tutor.

The investigation technique you must use is the six point method:

- plan the investigation of the fault
- collect and analyse the information on the nature of the fault
- locate the fault
- repair the fault
- determine the root cause of the fault – (include a description of the root cause in the fault report and the recommended or required action and removal if possible)
- carry out a system check.

The fault diagnosis activities must be planned and carried out safely. Suitable physical and documentary controls must be in place.

The fault repair must include some disassembly and reassembly of the engineering asset, to remove and replace the faulty component(s).

The engineering asset must be tested for correct function and expected outputs.

A fault report must be completed.

## Tasks

### Task 1

1. Plan the investigation of the fault.
2. Collect and analyse the information on the nature of the fault.

### **Conditions of assessment:**

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

You may have access to a range of technical information related to the engineering assets such as technical specification, drawings or manuals but **not** troubleshooting guides.

The use of fault finding tools and equipment is encouraged.

### **What you must produce for marking:**

- A written reflective account of the nature of the problem as reported. Your plan of investigation should include the identification of at least **four** different sources of information as to the nature of the fault.  
An analysis of the information and data collected, including theories on the location of the fault and an action plan on determining the location and likely causes of the fault.
- A list of resources you might require to investigate the fault further e.g. tools, test equipment, drawings, manuals.

All written parts of the whole assignment should be combined within one detailed report complete with attached documents generated from the activities.

## Task 2

Locate and repair the fault safely.

### **Conditions of assessment:**

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

### **What you must produce for marking:**

- A Risk Assessment related to the fault location activity.
- A Permit to Work, LOTO and any other physical controls put in place.
- Other safety considerations such as protecting others, PPE etc.
- A written reflective account of the identification of the fault, details of all disassembly/reassembly and repairs carried out.

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

Evidence of the defect or fault problem source. This could include assessors' observation records and/or photographs

Examples of additional evidence could include assessors' observation records and photographs of the defect or fault problem source.

## Task 3

1. Carry out a functional test of the engineering assets.
2. Determine the root cause of the fault.

### **Conditions of assessment:**

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

### **What you must produce for marking:**

- Test results or test report records
  - A report on the root cause or causes of the fault
- OR**
- Root cause analysis tree diagram **or** similar analysis (if simulated)

## Task instructions for centres

### **Task guidance**

The centre should identify an appropriate activity which allows candidates access to all areas of the assessment criteria.

In this assignment the centre will need to identify an appropriate piece of equipment or engineering system upon which the maintenance activity will be carried out. Examples of appropriate equipment could include compressed air plant, pillar drill, milling machine, portable equipment, electrical generator or any other suitable equipment. For the piece of equipment that is selected, the candidate will need to be able to disassemble and assemble to component and sub assembly level.

The equipment should have inherent wear and tear or defects or be simulated to allow candidate to find and rectify faults.

### **Task specific guidance**

Centres must provide suitable document templates for supporting documentation such as risk assessments and test report forms. Centres must also devise suitable case studies with plausible distractors and root cause analysis templates.

### **Task 1**

The six point technique can have different terms or descriptions. For example the second bullet point in the assignment brief is split into two parts in other descriptions. Any other appropriate description of this technique which has been taught to students is acceptable.

Assessors may provide back ground information relating to the fault or faults in the form of a case study – the case study should contain statements from equipment users or those reliant on the equipment's service. The case study must also contain a sufficient number of plausible distractors i.e. information not relevant to the fault or faults.

### **Task 2**

Involves the physical aspects of location and repair. Any simulated conditions must be identical to those expected from carrying out work in an organisation which has suitable safety and quality assurance procedures to be followed. Centres must produce template documentation for safe access, risk assessment and LOTO procedures etc.

### **Task 3**

As the fault on the engineering asset is likely to be set in a simulated environment and likely to produce a limited range of root causes, it would be preferable for students to produce a Root Cause Analysis Tree Diagram **or** a similar analysis from different fault scenarios or case studies, discuss the content in a report and show also how these principles were applied to the fault with the engineering asset.

### **Time**

The following timings are provided to support centre planning.

**Total - 14 hours** (recommended).

**Task 1 – 6 hours**

**Task 2 – 2 hours**

## Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- **Technical qualifications – marking**
- **Technical qualifications – moderation** (updated annually)
- **Technical qualifications – teaching, learning and assessment**

This synoptic assessment is designed to require the candidate to make use of 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.

Candidates should be made aware during learning 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.

Candidates 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.

### **Compliance with timings**

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create the required to ensure an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

### **Observation evidence**

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions eg layout of the assessment environment,
- amount of additional support available (eg to capture image/ video evidence), staggered starts etc,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

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. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying **what it is** about the performances that is **different** between candidates can only identify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However 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 photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** 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).

The **Technical qualifications guides on marking and moderation** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

### Minimum evidence requirements for marking and moderation

The sections in the assignment:

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

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

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

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

*Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.*

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore 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 of candidates**

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.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. 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 or distinction descriptors. Refer to the **Technical qualifications – teaching, learning and assessment** centre guidance document, available on the City & Guilds website 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, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The 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.

### **Security and authentication of candidate 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.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

**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, time frame and resources that allows them reasonable 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***

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- 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 to check their work thoroughly before submitting it, and 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** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for 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 the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker 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 CRF.
- 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 tutor guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.
- A tutor **must 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.
- The tutor **must not** produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

### **Guidance on marking**

Please refer to the **Technical qualifications – marking, and - moderation** centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

## Marking grid

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

| %  | Assessment Objective  | Band 1 descriptor<br>Poor to limited  | Band 2 descriptor<br>Fair to good   | Band 3 descriptor<br>Strong to excellent   |
|----|---|---|---|--|
| 25 | <b>AO1 Recall of knowledge relating to the qualification LOs</b> <ul style="list-style-type: none"> <li>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</li> <li>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</li> <li>How confident and secure does their knowledge seem?</li> </ul> | <p style="text-align: center;"><b>(1-5 marks)</b></p> <p><b>Recall shows some weaknesses in breadth and/or accuracy.</b><br/>Hesitant, gaps, inaccuracy</p> <hr/> <p><b>Examples of types of knowledge expected:</b> Identifying relevant information and sources of information, identifying hazards in risk assessment, Permit to work and LOTO processes, tools, diagnostic equipment and PPE required, identifying faulty components in the system, test procedures.</p> <p><b>Bottom of band</b><br/>Candidate identified one source of information; risk assessment has identified a hazard. Limited identification of diagnostic equipment and tools available.</p> <p><b>Top of band</b><br/>Candidate has identified more than one source of information; risk assessment has identified some hazards. Some diagnostic tools and equipment have been identified.</p> | <p style="text-align: center;"><b>(6-10 marks)</b></p> <p><b>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</b><br/>Sound, minimal gaps</p> <hr/> <p><b>Bottom of band</b><br/>Candidate identified a few sources of information; risk assessment has identified most hazards and at least one suitable control. Identified correct test procedure. Identified some diagnostic equipment, tools and a suitable method. Correct test procedure identified.</p> <p><b>Top of band</b><br/>Candidate identified some sources of information; risk assessment has identified most hazards and most suitable controls. One additional safety consideration identified. Identified correct test procedure. Identified most diagnostic equipment, tools and a suitable method. Correct test procedure identified.</p> | <p style="text-align: center;"><b>(11-15 marks)</b></p> <p><b>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</b><br/>Accurate, confident, complete, fluent, slick</p> <hr/> <p><b>Bottom of band</b><br/>Candidate identified most sources of information; risk assessment has identified all hazards and all suitable controls. One additional safety consideration identified. Identified correct test procedure. Identified a range of diagnostic equipment, tools and one suitable method. Correct test procedure identified.</p> <p><b>Top of band</b><br/>Candidate identified all sources of information; risk assessment has identified all hazards and all suitable controls. Additional safety considerations identified. Identified correct test procedures. Identified a wide range of diagnostic equipment, tools and different methods available. Correct test procedure identified.</p> |

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|---|---|---|--|
| <p><b>15</b></p> <p><b>AO2 Understanding of concepts theories and processes relating to the LOs</b></p> <ul style="list-style-type: none"> <li>Does the candidate make connections and show causal links and explain why?</li> <li>How well theories and concepts are applied to new situations/the assignment?</li> <li>How well chosen are exemplars – how well do they illustrate the concept?</li> </ul>  | <p><b>(1-3 marks)</b></p>   | <p><b>(4-6 marks)</b></p>   | <p><b>(7-9 marks)</b></p>  |
|   | <p><b>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</b></p> <p>Misunderstanding, illogical connections, guessing,</p>  | <p><b>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</b></p> <p>Logical, slightly disjointed, plausible,</p>  | <p><b>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.</b></p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p> |
|   | <p><b>Examples of understanding expected:</b> Interpretation of sources of information, interpretation of hazards and control measures in the risk assessment, understanding of use of diagnostic equipment, interpretation of test procedures and related information on the engineering assets. Evaluative report.</p>  |   |  |
| <p><b>Bottom of band</b></p> <p>Candidate interpreted least relevant information from 1 or 2 sources. Risk assessment makes use of one or two of the hierarchy of controls. Candidate failed to interpret the requirements of the test procedures.</p> <p>Candidate had difficulty with the use of diagnostic equipment and failed to correctly interpret displayed results. Evaluative report has limited information.</p>   | <p><b>Bottom of band</b></p> <p>Candidate correctly interpreted some of the relevant information from at least 2 different sources. Risk assessment makes use of one or two of the hierarchy of controls. Candidate correctly interpreted some requirements of the test procedures.</p> <p>Candidate generally understood of the use of diagnostic equipment and correctly interpreted some of the displayed results. Evaluative report covers three of the six points of the diagnostic technique correctly.</p> | <p><b>Bottom of band</b></p> <p>Candidate correctly interpreted most of the relevant information from at least 4 different sources. Risk assessment makes use of most of the hierarchy of controls. Candidate correctly interpreted all requirements of the test procedures.</p> <p>Candidate had good understanding of the use of diagnostic equipment and the displayed results. Evaluative report covers most of the six points of the diagnostic technique correctly.</p> |  |
| <p><b>Top of band</b></p> <p>Candidate correctly interpreted some of the relevant information from at least 1 or 2 sources. Risk assessment makes use of one or two of the hierarchy of controls. Candidate correctly interpreted few of the requirements of the test procedures.</p> <p>Candidate had difficulty with the use of diagnostic equipment and some basic interpretation of the displayed results. Evaluative report covers one or two of the six points of the diagnostic technique correctly.</p> | <p><b>Top of band</b></p> <p>Candidate correctly interpreted some of the relevant information from at least 3 different sources. Risk assessment makes use of some of the hierarchy of controls. Candidate correctly interpreted most requirements of the test procedures.</p> <p>Candidate generally understood of the use of diagnostic equipment and correctly interpreted some of the displayed results. Evaluative report covers four of the six points of the diagnostic technique correctly.</p>           | <p><b>Top of band</b></p> <p>Candidate correctly interpreted all of the relevant information from at least 4 different sources. Risk assessment makes full use of the hierarchy of controls. Candidate correctly interpreted all requirements of the test procedures.</p> <p>Candidate had full understanding of the use of diagnostic equipment and the displayed results. Evaluative report covers all six points of the diagnostic technique correctly.</p>                |  |

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|--|---|--|---|
| <p><b>30</b></p> <p><b>AO3 Application of practical/ technical skills</b></p> <ul style="list-style-type: none"> <li>• How practiced/fluid does hand eye coordination and dexterity seem?</li> <li>• How confidently does the candidate use the breadth of practical skills open to them?</li> <li>• How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?</li> </ul> | <p><b>(1-3 marks)</b></p> <p><b>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</b></p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>   | <p><b>(4-6 marks)</b></p> <p><b>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</b></p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>   | <p><b>(7-9 marks)</b></p> <p><b>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</b></p> <p>Dextrous, fluid, comes naturally, skilled, practiced</p>  |
|  | <p><b>Examples of skills expected:</b> Selection and use of tools, safe working practices, disassembly and reassembly, testing.</p>   |  |   |
|  | <p><b>Bottom of band</b></p> <p>Candidate used suitable tools. Candidate worked using some appropriate techniques with a low degree of manual dexterity.</p> <p>Working practices carried out safely. Some disassembly or reassembly carried out. One test method carried out.</p> <p><b>Top of band</b></p> <p>Candidate selected some tools and used them appropriately. Candidate worked using some appropriate techniques with some degree of manual dexterity.</p> <p>Working practices carried out safely. Some disassembly and reassembly carried out appropriately. A few test methods carried out.</p> | <p><b>Bottom of band</b></p> <p>Candidate selected suitable tools. Candidate worked independently using appropriate techniques with a fair degree of manual dexterity.</p> <p>Safe working practices applied throughout the activity. Disassembly and reassembly largely carried out in an appropriate sequence. Some test methods carried out appropriately.</p> <p><b>Top of band</b></p> <p>Candidate selected suitable tools. Candidate worked independently using appropriate techniques with a good degree of manual dexterity.</p> <p>Safe working practices applied throughout the activity. Disassembly and reassembly carried out in an appropriate sequence. Most test methods carried out appropriately.</p> | <p><b>Bottom of band</b></p> <p>Candidate selected appropriate tools. Candidate worked autonomously using appropriate techniques throughout with a good degree of manual dexterity and resolved most issues which arose.</p> <p>Safe working practices applied fully throughout the activity. Disassembly and reassembly carried out in a logical order. All test methods carried out appropriately.</p> <p><b>Top of band</b></p> <p>Candidate selected appropriate tools. Candidate worked autonomously using appropriate techniques throughout with a high degree of manual dexterity and resolved all issues which arose.</p> <p>Safe working practices applied fully throughout the activity. Disassembly and reassembly carried out in complete logical order. All test methods carried out rigorously.</p> |

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| <p><b>15</b></p> <p><b>AO4 Bringing it all together - coherence of the whole subject</b></p> <ul style="list-style-type: none"> <li>• Does the candidate draw from the breadth of their knowledge and skills?</li> <li>• Does the candidate remember to reflect on theory when solving practical problems?</li> <li>• How well can the candidate work out solutions to new contexts/ problems on their own?</li> </ul> | <p align="center"><b>(1-5 marks)</b></p> <p><b>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</b></p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. May need prompting.</p>   | <p align="center"><b>(6-10 marks)</b></p> <p><b>Shows good application of theory to practice and new context, some inconsistencies.</b></p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>   | <p align="center"><b>(11-15 marks)</b></p> <p><b>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</b></p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>   |
|  | <p><b>Examples of bringing it all together:</b> Applying knowledge and understanding across all tasks, justifying recommendations/approaches taken, interpreting and analysing sources of information, application and understanding of testing and evaluating results.</p>   |   |   |
|  | <p><b>Bottom of band</b></p> <p>Candidate used knowledge, understanding and skills gained from the activity to analyse one source of information, locate a fault with poor efficiency, ineffective repairs carried out. Use of test equipment required prompting and assistance.</p> <p><b>Top of band</b></p> <p>Candidate used knowledge, understanding and skills gained from the activity to analyse one or two sources of information, locate a fault with limited efficiency, carry out a repair, some assistance needed in using test equipment.</p> | <p><b>Bottom of band</b></p> <p>Candidate used knowledge, understanding and skills gained from the activity to analyse a few sources of information, locate a fault with some efficiency, carry out an effective repair, use test equipment, determine a potential cause and propose a solution to the problem.</p> <p><b>Top of band</b></p> <p>Candidate used knowledge, understanding and skills gained from the activity to analyse some sources of information, efficiently locate a fault, carry out an effective repair, use test equipment, determine potential causes and propose a solution to the problem.</p> | <p><b>Bottom of band</b></p> <p>Candidate used a range of knowledge, understanding and skills gained from the activity to effectively analyse most sources of information, locate a fault efficiently, carry out an effective repair, test equipment, determine root causes and propose a solution to the problem.</p> <p><b>Top of band</b></p> <p>Candidate used a range of knowledge, understanding and skills gained from the activity to effectively analyse all sources of information, locate faults efficiently, carry out effective repairs, perform a range of tests, determine root causes and propose different solutions to the problem.</p> |

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| <p><b>15</b></p> <p><b>AO5 Attending to detail/ perfecting</b></p> <ul style="list-style-type: none"> <li>Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions</li> <li>How much is accuracy a result of persistent care and attention (eg measure twice cut once)?</li> <li>Would you describe the candidate as a perfectionist and wholly engaged in the subject?</li> </ul> | <p><b>(1-6 marks)</b></p>  | <p><b>(7-12 marks)</b></p>   | <p><b>(13-18 marks)</b></p>   |
|  | <p><b>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.</b></p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>  | <p><b>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</b></p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>   | <p><b>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</b></p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>   |
|  | <p><b>Examples of attending to detail:</b> Meeting specific requirements of the task, removal of variables that affect fault diagnosis and accuracy of testing, Level of detail included in report, application and effective use of tree diagram.</p>   |  |   |
|  | <p><b>Bottom of band</b></p> <p>Candidate was not aware of variables that may affect fault diagnosis and testing activities. A test was carried out requiring assistance, Candidate provided a very limited report with one stage of the investigation included and demonstrated no knowledge and use of the root cause analysis tree diagram.</p> <p><b>Top of band</b></p> <p>Candidate was aware of variables that may affect fault diagnosis and testing activities. Some testing was carried out effectively, Candidate provided a limited report with one or two stages of the investigation included and demonstrated little knowledge and use of the root cause analysis tree diagram.</p> | <p><b>Bottom of band</b></p> <p>Candidate removed one variable that may affect fault diagnosis and testing activities. A degree of efficiency and precision was demonstrated during testing, Candidate provided a report with some stages of the investigation included and demonstrated limited knowledge and use of the root cause analysis tree diagram.</p> <p><b>Top of band</b></p> <p>Candidate removed some variables that may affect fault diagnosis and testing activities. A fair degree of efficiency and precision was demonstrated during testing, Candidate provided a report with most stages of the investigation included and demonstrated some knowledge and use of the root cause analysis tree diagram.</p> | <p><b>Bottom of band</b></p> <p>Candidate removed most variables that may affect fault diagnosis and testing activities. A good degree of efficiency and precision was demonstrated during testing, Candidate provided a detailed report with each stage of the investigation included and demonstrated good knowledge and use of the root cause analysis tree diagram.</p> <p><b>Top of band</b></p> <p>Candidate removed all variables that may affect fault diagnosis and testing activities. A high degree of efficiency and precision was demonstrated during testing, Candidate provided a full report detailing each stage of the investigation and demonstrated full knowledge and use of the root cause analysis tree diagram.</p> |