

Building and Construction Skills 2019 v1.0

Sample assessment instrument

November 2018

Practical demonstration — Tiling

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the practical demonstration

This technique assesses the practical application of a specific set of teacher-identified construction skills and procedures. Responses are completed individually in a set timeframe.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Building and Construction Skills syllabus.

Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Analysing and applying
- Producing and evaluating.

Not every objective from each dimension needs to be assessed.

Subject	Building and Construction Skills
Technique	Practical demonstration — Tiling
Unit number and module number and name	Unit: 3 Module: 3. Residential homes — Tiling and carpentry

Conditions	Units 3–4
Practical demonstration	Tile simulated wet area to given specifications
Further information	
Duration (including class time)	6 weeks
Individual/group	Individual
Resources available	Access to construction space, tools and machines Detailed drawings and technical information provided by the teacher
Context	
<p>As a class, you have been exploring tiling skills for use in residential environments. Tiling refers to laying ceramic, clay, slate, marble, glass and other types of tiles on external and internal walls and floors to provide protective and decorative finishes. Tiling uses glues, grout and cement and may include matching tiling patterns and waterproofing wet areas, especially in spaces that experience ongoing wet or damp conditions such as kitchens or bathrooms. In this task, you will use tiling skills in a simulated residential environment.</p>	
Task	
Individually, demonstrate the fundamental construction skills and procedures of tiling by safely and efficiently contributing to each stage of creating a simulated tiled wet area to specifications.	
To complete this task:	
<p>Select, apply and demonstrate fundamental construction skills to complete the tiling demonstration, including:</p> <ul style="list-style-type: none"> • interpreting detailed drawings and technical information • measuring an area to be tiled • calculating the number of tiles required • estimating quantities of consumables • planning the construction processes, considering any adaptations needed • preparing wall and floor surfaces • using tile-cutting tools to cut and shape tiles needed for edges, corners or around obstacles • using adhesive to attach tiles to a new wall • preparing and applying grout • removing excess grout • cleaning and polishing tiles • interpreting technical resources such as safety data sheets to determine appropriate equipment and procedures for using a particular consumable • cleaning and maintaining work areas to ensure a safe working environment. 	

Checkpoints
<input type="checkbox"/> Term [X] Week [X]/[Date]: Receive feedback on the marking out of and preparation of tiles before cutting
<input type="checkbox"/> Term [X] Week [X]/[Date]: Receive feedback on the tiling practical demonstration before fixing the tiles
<input type="checkbox"/> [Due date]: Complete simulated tiled wet area and submit photographic production journal
Authentication strategies
Your teacher will use ways to check that the work you are assessed on is your own work.
<ul style="list-style-type: none"> • Discuss with your teacher or provide documentation of your progress, including photographs, at each checkpoint. • Your teacher will observe you completing work in class. • Take part in interviews or consultations with your teacher as you develop your practical demonstration. • Your results may be cross-marked by a teacher from another class.

Stimulus

Detailed drawings and technical information will be provided by the teacher, e.g.

- orthographic views of the simulated tiled wet area
- isometric pictorials of the simulated tiled wet area
- assembly drawings or exploded views of the simulated tiled wet area
- technical information from industry-standard drawings and documents.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • consistent and proficient demonstration of fundamental construction skills • informed and accurate interpretation of drawings and technical information. 	<ul style="list-style-type: none"> • effective demonstration of fundamental construction skills • effective interpretation of drawings and technical information. 	<ul style="list-style-type: none"> • demonstration of fundamental construction skills • interpretation of drawings and technical information. 	<ul style="list-style-type: none"> • partial demonstration of aspects of fundamental construction skills • statements about drawings and technical information. 	<ul style="list-style-type: none"> • minimal demonstration of aspects of fundamental construction skills • inconsistent statements about drawings and technical information.
Analysing and applying	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • discerning selection and proficient application of construction skills and procedures in construction tasks. 	<ul style="list-style-type: none"> • relevant selection and purposeful application of construction skills and procedures in construction tasks. 	<ul style="list-style-type: none"> • selection and application of construction skills and procedures in construction tasks. 	<ul style="list-style-type: none"> • partial application of aspects of construction skills and procedures in construction tasks. 	<ul style="list-style-type: none"> • minimal application of aspects of some construction skills and procedures in construction tasks.
Producing and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • thorough planning and discerning adaptation of construction processes • proficient creation of structures that meet specifications. 	<ul style="list-style-type: none"> • effective planning and adaptation of construction processes • methodical creation of structures that meet specifications with minor variations. 	<ul style="list-style-type: none"> • planning and adaptation of construction processes • creation of structures from specifications. 	<ul style="list-style-type: none"> • partial planning of construction processes • creation of incomplete structures with obvious variation from specifications. 	<ul style="list-style-type: none"> • minimal planning of some construction processes • creation of aspects of structures.