

Building and Construction Skills 2019

Study plan

Section 1: School statement

School:	Queensland Curriculum and Assessment Authority
Subject code:	6416
Combined class:	No
School contact:	SEO
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Section 2: Course and assessment overview

Building and Construction Skills is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understandings and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

QCAA approval

QCAA officer:	Date:
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Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
1	<p>Module 1: The building and construction industry — Introduction to safety, production processes and structure quality</p> <p>This module introduces students to the industry practices and construction processes associated with safety in the building and construction industry. Students develop knowledge of industry practices and construction processes used to create quality structures. Structure quality depends on tradespeople understanding industry-specific skills, procedures, tools, materials and the accurate interpretation of industry-specific technical drawings and information contained in specifications.</p>	55	<ul style="list-style-type: none"> • Bricklaying • Carpentry • Concreting • Plastering and painting • Tiling 	<p>Industry practices</p> <ul style="list-style-type: none"> • C1.1 Building and construction enterprises • C1.2 Workplace health and safety • C1.3 Personal and interpersonal skills • C1.4 Product quality <p>Construction processes</p> <ul style="list-style-type: none"> • C2.1 Specifications • C2.2 Tools • C2.3 Materials 	<p>1</p> <p>Project</p> <p>Form up and lay a small concrete paver using specifications from a basic drawing.</p> <ul style="list-style-type: none"> • Product component Concrete paver. Individual response. • Multimodal component — non-presentation Digital portfolio (photographic construction plan with annotations). Individual response. Maximum: 6 A4 pages (or equivalent) <p>2</p> <p>Examination</p> <p>Respond to questions about workplace health and safety legislation, and rules and procedures in building and construction industry workplaces. 60.0–90.0 minutes</p> <ul style="list-style-type: none"> • Short response test Questions relating to employer and employee responsibilities, industry-specific requirements, risk assessments to identify hazards and safe working practices and procedures. 50–150 words per item 	<ul style="list-style-type: none"> • Knowing and understanding • Analysing and applying • Producing and evaluating <ul style="list-style-type: none"> • Knowing and understanding • Analysing and applying 	

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
2	<p>Module 2: Communication and teamwork on residential building and construction sites</p> <p>This module introduces students to the industry practices associated with tradespeople, who work in teams using construction skills and procedures to safely create quality structures from specifications. Students build on prior learning of industry practices and construction processes used in the creation of quality structures.</p>	55	<ul style="list-style-type: none"> • Carpentry • Plastering and painting 	<p>Industry practices</p> <ul style="list-style-type: none"> • C1.1 Building and construction enterprises • C1.2 Workplace health and safety • C1.3 Personal and interpersonal skills • C1.4 Product quality <p>Construction processes</p> <ul style="list-style-type: none"> • C2.1 Specifications • C2.2 Tools • C2.3 Materials 	3	<p>Practical demonstration</p> <p>Repair a damaged plasterboard wall, including repairs to paintwork using specifications. (Visual evidence is collected through annotated photographs or teacher observations annotated on the instrument-specific standards.) Individual response.</p>	<ul style="list-style-type: none"> • Knowing and understanding • Analysing and applying • Producing and evaluating
				4	<p>Project</p> <p>In teams, construct a scale-model house frame to specifications.</p> <ul style="list-style-type: none"> • Product component Scale-model house frame. Scope of work assigned to individual students. • Multimodal component — non-presentation Digital portfolio (photographic production plan including sketches and annotations). Individual response. Maximum: 6 A4 pages (or equivalent) 	<ul style="list-style-type: none"> • Knowing and understanding • Analysing and applying • Producing and evaluating 	

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Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<p>Module 3: Residential homes — Tiling and carpentry</p> <p>This module builds on prior learning of industry practices and construction processes used in the safe creation of quality structures. Trades are sequenced to efficiently and competitively create quality structures using construction processes that recognise industry costs, price, competition and customer expectations of value.</p>	55	<ul style="list-style-type: none"> • Carpentry • Concreting • Tiling 	<p>Industry practices</p> <ul style="list-style-type: none"> • C1.1 Building and construction enterprises • C1.2 Workplace health and safety • C1.3 Personal and interpersonal skills • C1.4 Product quality <p>Construction processes</p> <ul style="list-style-type: none"> • C2.1 Specifications • C2.2 Tools • C2.3 Materials 	5	<p>Practical demonstration</p> <p>Demonstrate tiling skills and procedures to complete a tiled wet area from specifications. (Visual evidence is collected through annotated photographs or teacher observations annotated on the instrument-specific standards.) Individual response.</p>	<ul style="list-style-type: none"> • Knowing and understanding • Analysing and applying • Producing and evaluating
					6	<p>Project</p> <p>In teams, plan and construct a simulated section of a residential room. This includes laying a concrete slab, framing and sheeting a timber stud wall from detailed drawings and technical information.</p> <ul style="list-style-type: none"> • Multimodal component — non-presentation Digital portfolio (photographic production journal with annotations). Individual response. Maximum: 8 A4 pages (or equivalent) • Product component Simulated section of a residential room. Scope of work assigned to individual students. 	<ul style="list-style-type: none"> • Knowing and understanding • Analysing and applying • Producing and evaluating

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
4	<p>Module 4: Simulated residential building and construction site experience</p> <p>This module builds on prior learning of industry practices and construction processes used in the safe creation of quality structures. Building and construction enterprises are managed by supervisors who monitor the activities of various trades to ensure that structures are constructed safely, meet specifications and maintain a quality that recognises industry costs, price, competition and customer expectations of value.</p>	55	<ul style="list-style-type: none"> • Carpentry 	<p>Industry practices</p> <ul style="list-style-type: none"> • C1.1 Building and construction enterprises • C1.2 Workplace health and safety • C1.3 Personal and interpersonal skills • C1.4 Product quality <p>Construction processes</p> <ul style="list-style-type: none"> • C2.1 Specifications • C2.2 Tools • C2.3 Materials 	7 8	<p>Project</p> <p>In teams, construct a cubby house from detailed specifications 'fit for sale' to clients.</p> <ul style="list-style-type: none"> • Product component Cubby house. Scope of work assigned to individual students. • Multimodal component — non-presentation Digital portfolio (photographic production journal with sketches and annotations). Individual response. Maximum: 8 A4 pages (or equivalent) <p>Practical demonstration</p> <p>Measure and fix roof sheeting working from specifications. (Visual evidence is collected through annotated photographs or teacher observations annotated on the instrument-specific standards.) Individual response.</p>	<ul style="list-style-type: none"> • Knowing and understanding • Analysing and applying • Producing and evaluating <ul style="list-style-type: none"> • Knowing and understanding • Analysing and applying • Producing and evaluating

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Teacher:

Student name:

Class:

Year:

Unit	Module of work	Assessment Instrument No.	Assessment Instrument	Formative or Summative	Knowing and understanding	Analysing and applying	Producing and evaluating
1	Module one The building and construction industry — Introduction to safety, production processes and structure quality	1	Project	F			
		2	Examination	F			
2	Module two Communication and teamwork on residential building and construction sites	3	Practical demonstration	F			
		4	Project	F			
Interim Standards							
Interim Result							
3	Module three Residential homes — Tiling and carpentry	5	Practical demonstration	S			
		6	Project	S			
4	Module four Simulated residential building and construction site experience	7	Project	S			
		8	Practical demonstration	S			
Exit Standards							
Exit Result							