Assessment schedule: Skill Standard 40543

Learners do not need to complete a BCATS project, or related tasks as part of a group, to be awarded this skill standard. However, they must provide sufficient evidence as stated in the assessment resource. Examples of suitable level 1 projects can be found in the BCATS Programme Guidance document.

Learners need to show they use a range of basic power tools. This may include battery operated drill, brad gun, buffer, disk sander, domino/biscuit jointer, electric drill, electric impact driver, handheld belt sander, handheld precision grinder, hot-air gun, jigsaw, laminate trimmer, nibbler, orbital sander, polishing machine, router, soldering iron.

The schedule below shows the evidence required for assessment criteria in the skill standard, guidance for the teacher and judgement statement/s.
Note: teacher observations and comments made in the assessment resource serve as key evidence requirements for each skill standard. All guidance below is intended to support the teacher's observations/comments.

<table>
<tr><th>Learning outcome</th><th>Evidence required</th><th colspan="2">Teacher guidance (to be used in accordance with commentary in the Programme Guidance document)</th><th>Judgement statement</th></tr>
<tr><td rowspan="8">Use basic power tools for a BCATS project or related tasks.</td><td rowspan="8">Identify basic power tools worksheet completed in the Basic power tools assessment resource.</td><td colspan="2">Appropriate power tools must be chosen for each example task in the worksheet, with an appropriate explanation for each choice. Model answers are given below. Other answers may be accepted with appropriate justification given.</td><td rowspan="8">Evidence must meet the minimum of Achieved criteria as outlined in the BCATS Programme Guidance document – SS 40543.

Comments related to the award of higher grades must reflect commentary in the Programme Guidance.</td></tr>
<tr><td>Example task</td><td>Model answer</td></tr>
<tr><td>Making pilot holes in timber.</td><td>Drill – the drill used with the correct bit will make accurate pilot holes.</td></tr>
<tr><td>Cutting a curved shape out of a timber panel.</td><td>Jigsaw – it has a blade that is short and narrow, so is good for cutting around curves.</td></tr>
<tr><td>Preparing a timber desktop for staining.</td><td>Orbital sander – it is the best for achieving a smooth finish on large surfaces.</td></tr>
<tr><td>Fixing decking timber with 65mm screws.</td><td>Impact driver – it is great for large projects that need lots of screws.</td></tr>
<tr><td>Cleaning up dust and debris.</td><td>Vacuum cleaner – it is much better than a broom because it doesn’t stir up dust.</td></tr>
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Learning outcome	**Evidence required**	**Teacher guidance** (to be used in accordance with commentary in the Programme Guidance document)	**Judgement statement**
Use basic power tools for a BCATS project or related tasks.	Record of cleaning and checks completed for the power tools (based on the process used at the learner's school/organisation).	Record must clearly show multiple occasions across the project where power tools were cleaned and checked after use, including the specific cleaning completed.	Evidence must meet the minimum of Achieved criteria as outlined in the BCATS Programme Guidance document – SS 40543. Comments related to the award of higher grades must reflect commentary in the Programme Guidance.
	Photos that clearly show power tools used for project tasks, and PPE worn when using them (optional).	If required in addition to the teacher's observation, photos must clearly show the power tools used for different project tasks, and the PPE worn by the learner for the different tasks.	
	Record of storage procedures for power tools.	Record must include notes about the safe storage of power tools, away from power sources to avoid injury, damage and wear.	
	Copy of the project instructions.	The project instructions are provided as a means of recognising the intended project and comparing it with the result at the end of the construction process.	