



Western Cape
Government

Education

Annual Teaching Plan



Adapted Curriculum and Assessment Policy Statement
for Schools of Skills and Schools with Skills Units

Woodworking

Year 1, 2, 3 and 4

2013

PREFACE TO THE ANNUAL TEACHING PLAN FOR THE SKILLS CURRICULUM

The Curriculum and Assessment Policy Statement has been adapted to meet the needs of learners who experience barriers to learning and who have been placed in a School of Skills. It has been designed to enable learners who continue their schooling at a School of Skills to develop to their potential based on a curriculum that supports their cognitive ability. These learners are afforded the opportunity to achieve in areas where they can be successful, such as learning a skill.

The skills curriculum document provides the content and skills to be taught across the four years. It is based on the curriculum as developed with teachers and is aligned to the SAQA qualifications used for skills development in South Africa. This document unpacks the curriculum as an Annual Teaching Plan (ATP) that will act as an exemplar for the sequencing and pacing of your teaching, learning and assessment per term across the four years.

Year One is an orientation year and learners must be exposed to a minimum of two vocational skills so that they can select a skill they will continue from Year Two. The content in Year One could be spread over one or two terms. This will differ from school to school depending on the programme for the year. Where content for Year One is based on one term only, schools must expand on the work to cover two term's workload. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in year one experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners in a School of Skills. It is important that learners are exposed to all the Exit Level Outcomes, Specific Outcomes and Assessment Criteria per selected vocational skill, acknowledging that not all learners will be successful in all of these. The certificate awarded in Year Four will indicate all Exit Level Outcomes and the learner's demonstrated level of competence.

It is envisaged that all learners in a School of Skills will exit the school with an appropriate Certificate of Attainment endorsed by the WCED. It is hoped that this certificate will enable them to access further or higher education or to be part of the world of work.

ACKNOWLEDGEMENT

A special word of appreciation and thanks go to all in the Western Cape Education Department and to the teaching staff in the Schools of Skills whose efforts made this document possible.

ANNUAL TEACHING PLAN FOR WOODWORKING

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YEAR 1- ANNUAL TEACHING PLAN

**Orientation to Woodworking
One term**

WK	CONTENT	ACTIVITY
<p>Weeks 1 and 2</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 2 Apply health and safety to a work area</p> <p>⇒ Explain implications of exposure to hazardous substances and hazards include reference to a possible chain of events that could result from not removing, reducing or reporting a hazard.</p> <p>⇒ Describe a health and safety program including hazard identification, risk assessment and a health and safety plan.</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Identify potential hazards in the work area. ○ Assessment Criteria 2. Know implications of exposure to hazardous substances and hazards. 4. Identify protective clothing requirements and use protective clothing 5. Meet all safety requirements ○ Specific Outcome 2 Limit damage to persons or property in the case of an emergency. ○ Assessment Criteria 1 Know the location of fire extinguishers, hoses and alarms 4. Report injuries involving individuals promptly to the relevant persons ○ Specific Outcome 3 Follow procedures that apply to illness or injury in the work area ○ Assessment Criteria 1. Demonstrate procedures for reporting and recording. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 Comply with good housekeeping practices</p> <p>⇒ Explain the following concepts:</p> <ul style="list-style-type: none"> ● Routines: daily; weekly; area and equipment ● Work requirements: rate; quality; materials; equipment ● Relevant person: supervisor ● Work requirements: equipment; tools; workstation ● Equipment and tools: hand tools for work to be done 	<ul style="list-style-type: none"> ○

- Specifications: length; width; depth; position; finish
- Environmental conditions: temperature; humidity; lighting; atmosphere

Specific Outcome 1

Carry out good housekeeping routines

○ **Assessment Criteria**

1. Carry out routines safely and in accordance with work requirements
2. Keep equipment clean and available for use when required.
3. Use cleaning equipment and materials safely and correctly.
4. Identify faults with equipment and reported to the relevant person.

○ **Specific Outcome 2**

Prepare workstation for safe and effective production

○ **Assessment Criteria**

1. Clean workstations and keep free of hazards.
2. Check that equipment and tools for work to be carried out are operational and in condition for safe and effective work.

○ **Specific Outcome 3**

Comply with relevant housekeeping policies and procedures.

○ **Assessment Criteria**

1. Explain organisational housekeeping policies and procedures
2. Explain the importance of good housekeeping and the impact of poor housekeeping on people, processes, facilities and products.
3. Comply appropriately and timeously with all housekeeping policies and procedures impacting on area of responsibility
4. Identify and report any shortcomings in housekeeping practices to the appropriate authority.

○ **Specific Outcome 4**

Maintain effective working conditions.

○ **Assessment Criteria**

1. Carry out relevant safety routines according to requirements.
4. Handle equipment and tools safely without damage or injury
5. Keep the workstation clean, tidy and safe.
6. Return equipment and tools safely to correct storage after use.

⇒ Explain and describe:

- Selection of cleaning materials
- Potential hazards of defective equipment
- Relevant health and safety requirements
- The impact of good housekeeping on work requirements
- Importance of organising workstations effectively
- Importance of correct use of equipment and tools
- Handling of tools and equipment

<p>Week 3</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 4 Access and use information from texts</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Identify the main ideas in different text types. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Identify the main ideas and distinguished from supporting information 2. Present Information or ideas from the text in a form appropriate to a learning task or activity. (e.g. mind-map, point-form, role-play, dramatised key scenes. <ul style="list-style-type: none"> ⇒ Describe and illustrate the basic structure of a tree: root, trunk, crown, leaves ⇒ Describe the range of timber and board products: natural and manufactured timber ⇒ Indicate and explain the importance of the grain direction 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Weeks 4 and 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 5 Maintain and adapt oral communication</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Use a variety of speaking and listening strategies to maintain communication. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Use appropriate questions to obtain information and clarify meaning to the context, and used to maintain interaction <p>Note: Questions must include: who, what, when, where, why and how questions</p> <ul style="list-style-type: none"> ⇒ Explain and demonstrate the safe use of the following hand tools: <ul style="list-style-type: none"> • Boring tools: awl, bradawl, hand drill • Cutting: Tenon saw, chisel • Finishing: sanding block • Health and safety: First Aid Kit, Fire extinguisher / Fire bucket • Joining: clamps, nails, screws • Shaping / Forming: files, plane • General tools: work bench, bench vice 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 3 Work with measurement in a variety of contexts</p> <ul style="list-style-type: none"> ⇒ Explain the following concepts: <ul style="list-style-type: none"> • Mass and weight, distance, volume and density, volume and surface area, area and perimeter, distance and time, volume and capacity 	

	<ul style="list-style-type: none"> ○ Specific Outcome 1 Apply relationships between common quantities in various contexts. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Use terms in the proper context. 2. Make comparisons between quantities and describe differences and relationships ○ Specific Outcome 2 Use measuring instruments to measure and calculate quantities in various contexts ⇒ Explain the following concepts: <ul style="list-style-type: none"> • Quantities include all of: length, distance, mass, time, temperature, perimeter, area, weight, surface area. Measuring instruments include all of: rulers, tape measures, scale, clocks and protractors ○ Assessment Criteria <ol style="list-style-type: none"> 1. Use measuring instruments correctly. 2. Record and report readings within the margin of error as limited by the instrument and as are appropriate within the context. 3. Choose measuring instruments to comply with the accuracy requirements <ol style="list-style-type: none"> a. Measuring Tools: ruler, tape measure b. Marking out: try square, marking gauge 	
	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 7 Prepare cutting lists, set-out and mark off for machining purpose</p> <p>⇒ Explain:</p> <ul style="list-style-type: none"> • Techniques/methods for preparing cutting lists from working drawings. • Techniques for preparing basic sketches from working drawings. • Basic first aid. • Protection of work during all stages of the manufacturing process. • House-keeping standards and procedures <ul style="list-style-type: none"> ○ Specific Outcome 2 Implement basic first aid. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Put in place and adhere to correct preventative measures 3. Define clear lines of communication in case of an emergency 4. Maintain neat, clean and safe work areas in accordance with organisational policies and procedures. 	

	<ul style="list-style-type: none"> ○ Specific Outcome 3 Protect work during manufacturing stages. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Assemble all wooden components correctly and stored according to manufacturers specifications. 2. Protect products from damage to specified instructions. 3. Employ working methods and material damage is minimised for cost effectiveness 4. Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures <ul style="list-style-type: none"> ⇒ Make joints; Butt, Lap, Mitre and Dowel using different types of material such as solid timber, block board and laminated timber. 	
<p>Weeks 6-9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 8 Produce basic hand crafted furniture</p> <p>⇒ Explain, describe and or demonstrate:</p> <ul style="list-style-type: none"> • Equipment and tools: hand and powered hand tools • Materials: softwood; hardwood; plywood; • Material quality: grades • Specifications: drawings; cutting lists; oral and written instructions, dimensions and position • Workstation preparation: cleaning; layout; space for equipment; materials; environmental conditions • Surface preparation: free of any foreign objects; planing; sanding; cleaning • Measuring and marking out: from project layout; from drawing • Adhesive preparation: mixing and stirring • Personal protection: eye protection; hand protection; overalls / dust coats; respiratory protection; barrier cream; cleansing cream; after cream • Component size obtained by: hand sawing; hand planing • Shape and mould: jigsaw; edge moulding; scraping; abrasives; cutting; laminating • Joints: butt; lap; mitre; and dowel • Faults: inaccurate fit; inaccurate alignment; inaccurate shape; incorrect orientation of grain • Assembly methods: dry assembly; cramping; screw and nail • Assembly: sub-assembly; carcass; frame; • Pressure applied: manually; mechanically • Cramps: sash cramps; G cramps; edging / lipping cramps • Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up • Unplanned interruptions: breakdowns; power failure; material shortfalls; identification of product fault • Product quality checks: output against specifications; protection and storage of output; customer requirements • Relevant action: reporting; recording; rectifying • Production requirements: production rate; quality; materials; waste control; efficiency control • Documentation: location and quality control 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model

- **Specific Outcome 1**
Select and prepare equipment and tools.
- **Assessment Criteria**
 1. Obtain and confirm that the instruction is understood
 6. Handle equipment and tools correctly and safely
- **Specific Outcome 2**
Select and prepare materials and surfaces.
- **Assessment Criteria**
 5. Use equipment and tools safely and effectively according to correct usage, marking out and materials used
Prepare materials to finish requirements
 7. Handle materials, equipment and tools according to health and safety
- **Specific Outcome 3**
Select and prepare adhesives.
- **Assessment Criteria**
 1. Use appropriate personal protective equipment correctly
- **Specific Outcome 4**
Cut, shape and mould components to size.
- **Assessment Criteria**
 3. Handle materials, components, equipment and tools according to health and safety requirements and in a manner that does not cause damage or injury
 4. Dispose of waste safely and according to requirements
 5. Maintained clean, tidy and safe workstation, and return the tools and equipment to correct location after use
- **Specific Outcome 5**
Cut components for joints.
- **Assessment Criteria**
 4. Use equipment and tools safely and correctly according to their designated usage
 5. Sand and clean components as required within the jointing process
 6. Handle components, tools and equipment correctly and safely
 7. Maintain the work area; clean, tidy and safe, and return tools and equipment to correct location after use
- **Specific Outcome 6**
Assemble furniture.
- **Assessment Criteria**
 1. Dry assemble joints to form complete assembly
 2. Marry all joints correctly
 3. Secure and assemble joints according to specification
 5. Free joints of excess adhesive or any foreign objects
 8. Keep the workstation clean, tidy and safe, and tools are returned to their correct location after use

Week 10	<ul style="list-style-type: none"> ○ Pen and paper test (Test may be given in any week as per school assessment plan) ○ Reflect and review
<p>Assessment</p> <p>Formal Assessment Task 1: (FAT 1)</p> <p>Activity 1 Demonstration: (In week 4) Learners make a joint (25 marks) Assess using a rubric</p> <p>Activity 2 Model: (In weeks 5-8) Learners make a model using two or more basic joints / construction methods (50 Marks) (in Weeks 5-9) Assess using a rubric</p> <p>Activity 3 Pen and Paper Test: (25 marks) Assess using a memorandum.</p> <p>⇒ Learners respond to questions covering aspects listed below</p> <ul style="list-style-type: none"> • Good housekeeping practices • Health and safety • Measurement • Cutting lists • Produce basic hand crafted furniture 	

YEAR 2- ANNUAL TEACHING PLAN

TERM 1

WK	CONTENT	ACTIVITY
<p>Weeks 1 and 2</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 2 Apply health and safety to a work area</p> <p>⇒ Explain implications of exposure to hazardous substances and hazards include reference to a possible chain of events that could result from not removing, reducing or reporting a hazard.</p> <p>⇒ Describe a health and safety program including hazard identification, risk assessment and a health and safety plan.</p> <p>○ Specific Outcome 1 Identify potential hazards in the work area.</p> <p>○ Assessment Criteria</p> <p>2. Know implications of exposure to hazardous substances and hazards.</p> <p>4. Identify protective clothing requirements and use protective clothing</p> <p>5. Meet all safety requirements</p> <p>○ Specific Outcome 2 Limit damage to persons or property in the case of an emergency.</p> <p>○ Assessment Criteria</p> <p>1. Know the location of fire extinguishers, hoses and alarms</p> <p>4. Report injuries involving individuals promptly to the relevant persons</p> <p>○ Specific Outcome 3 Follow procedures that apply to illness or injury in the work area</p> <p>○ Assessment Criteria</p> <p>1. Demonstrate procedures for reporting and recording.</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 Comply with good housekeeping practices</p> <p>⇒ Explain the following concepts:</p> <ul style="list-style-type: none"> ● Routines: daily; weekly; area and equipment ● Work requirements : rate; quality; materials; equipment ● Relevant person: supervisor ● Work requirements: equipment; tools; workstation ● Equipment and tools: hand tools for work to be done ● Specifications: length; width; depth; position; finish ● Environmental conditions: temperature; humidity; lighting; atmosphere 	

Specific Outcome 1

Carry out good housekeeping routines

Assessment Criteria

1. Carry out routines safely and in accordance with work requirements
2. Keep equipment clean and available for use when required.
3. Use cleaning equipment and materials safely and correctly.
4. Identify faults with equipment and reported to the relevant person.

Specific Outcome 2

Prepare workstation for safe and effective production

Assessment Criteria

1. Clean workstations and keep free of hazards.
2. Check that equipment and tools for work to be carried out are operational and in condition for safe and effective work.

Specific Outcome 3

Comply with relevant housekeeping policies and procedures.

Assessment Criteria

1. Explain organisational housekeeping policies and procedures
2. Explain the importance of good housekeeping and the impact of poor housekeeping on people, processes, facilities and products.
3. Comply appropriately and timeously with all housekeeping policies and procedures impacting on area of responsibility
4. Identify and report any shortcomings in housekeeping practices to the appropriate authority.

Specific Outcome 4

Maintain effective working conditions.

Assessment Criteria

1. Carry out relevant safety routines according to requirements.
4. Handle equipment and tools safely without damage or injury
5. Keep the workstation clean, tidy and safe.
6. Return equipment and tools safely to correct storage after use.

⇒ Understanding and explain:

- Selection of cleaning materials
- Potential hazards of defective equipment
- Relevant health and safety requirements
- The impact of good housekeeping on work requirements
- Importance of organising workstations effectively
- Importance of correct use of equipment and tools
- Handling of tools and equipment

<p>Week 3</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 4 Access and use information from texts</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Identify the main ideas in different text types. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Identify the main ideas and distinguished from supporting information 2. Present Information or ideas from the text in a form appropriate to a learning task or activity. (e.g. mind-map, point-form, role-play, dramatised key scenes. <ul style="list-style-type: none"> ⇒ Describe and illustrate the basic structure of a tree: root, trunk, crown, leaves ⇒ Describe the range of timber and board products: natural and manufactured timber ⇒ Indicate and explain the importance of the grain direction 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Weeks 4 and 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 5 Maintain and adapt oral communication</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Use a variety of speaking and listening strategies to maintain communication. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Use appropriate questions to obtain information and clarify meaning to the context, and used to maintain interaction <p>Note: Questions must include: who, what, when, where, why and how questions</p> <ul style="list-style-type: none"> ⇒ Explain and demonstrate the safe use of the following hand tools: <ul style="list-style-type: none"> • Boring tools: awl, bradawl, hand drill • Cutting: Tenon saw, chisel • Finishing: sanding block • Health and safety: First Aid Kit, Fire extinguisher / Fire bucket • Joining: clamps, nails, screws • Shaping / Forming: files, plane • General tools: work bench, bench vice <hr/> <p>Learners must be taught how to:</p> <p>Exit Level Outcome 3 Work with measurement in a variety of contexts</p> <ul style="list-style-type: none"> ⇒ Explain the following concepts: <ul style="list-style-type: none"> • Mass and weight, distance, volume and density, volume and surface area, area and perimeter, distance and time, volume and capacity 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<ul style="list-style-type: none"> ○ Specific Outcome 1 Apply relationships between common quantities in various contexts. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Use terms in the proper context. 2. Make comparisons between quantities and describe differences and relationships ○ Specific Outcome 2 Use measuring instruments to measure and calculate quantities in various contexts ⇒ Explain the following concepts: <ul style="list-style-type: none"> • Quantities include all of: length, distance, mass, time, temperature, perimeter, area, weight, surface area. Measuring instruments include all of: rulers, tape measures, scale, clocks and protractors ○ Assessment Criteria <ol style="list-style-type: none"> 1. Use measuring instruments correctly. 2. Record and report readings within the margin of error as limited by the instrument and as are appropriate within the context. 3. Choose measuring instruments to comply with the accuracy requirements <ol style="list-style-type: none"> a. Measuring Tools: ruler, tape measure b. Marking out: try square, marking gauge 	
	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 7 Prepare cutting lists, set-out and mark off for machining purpose</p> <p>⇒ Explain:</p> <ul style="list-style-type: none"> • Techniques/methods for preparing cutting lists from working drawings. • Techniques for preparing basic sketches from working drawings. • Basic first aid. • Protection of work during all stages of the manufacturing process. • House-keeping standards and procedures <ul style="list-style-type: none"> ○ Specific Outcome 2 Implement basic first aid. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Put in place and adhere to correct preventative measures 3. Define clear lines of communication in case of an emergency 4. Maintain neat, clean and safe work areas in accordance with organisational policies and procedures. 	

	<ul style="list-style-type: none"> ○ Specific Outcome 3 Protect work during manufacturing stages. ○ Assessment Criteria 1. Assemble all wooden components correctly and stored according to manufacturers specifications. 2. Protect products from damage to specified instructions. 3. Employ working methods and material damage is minimised for cost effectiveness 4. Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures <p>⇒ Make joints; Butt, Lap, Mitre and Dowel using different types of material such as solid timber, block board and laminated timber.</p>	
<p>Weeks 6-9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 8 Produce basic hand crafted furniture</p> <p>⇒ Explain, describe and or demonstrate:</p> <ul style="list-style-type: none"> ● Equipment and tools: hand and powered hand tools ● Materials: softwood; hardwood; plywood; ● Material quality: grades ● Specifications: drawings; cutting lists; oral and written instructions, dimensions and position ● Workstation preparation: cleaning; layout; space for equipment; materials; environmental conditions ● Surface preparation: free of any foreign objects; planing; sanding; cleaning ● Measuring and marking out: from project layout; from drawing ● Adhesive preparation: mixing and stirring ● Personal protection: eye protection; hand protection; overalls / dust coats; respiratory protection; barrier cream; cleansing cream; after cream ● Component size obtained by: hand sawing; hand planing ● scraping; abrasives; cutting ● Joints: butt; lap; mitre and dowel ● Faults: inaccurate fit; inaccurate alignment; inaccurate shape; incorrect orientation of grain ● Assembly methods: dry assembly; cramping; screw and nail ● Assembly: sub-assembly; carcass; frame ● Pressure applied: manually; mechanically ● Cramps: sash cramps; G cramps; edging / lipping cramps ● Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up ● Unplanned interruptions: breakdowns; power failure; material shortfalls; identification of product fault ● Product quality checks: output against specifications; protection and storage of output; customer requirements ● Relevant action : reporting; recording; rectifying ● Production requirements: production rate; quality; materials; waste control; efficiency control ● Documentation: location and quality control 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model

○ **Specific Outcome 1**

Select and prepare equipment and tools.

○ **Assessment Criteria**

1. Obtain and confirm that the instruction is understood
6. Handle equipment and tools correctly and safely

○ **Specific Outcome 2**

Select and prepare materials and surfaces.

○ **Assessment Criteria**

5. Use equipment and tools safely and effectively according to correct usage, marking out and materials used
Prepare materials to finish requirements
7. Handle materials, equipment and tools according to health and safety

○ **Specific Outcome 3**

Select and prepare adhesives.

○ **Assessment Criteria**

1. Use appropriate personal protective equipment correctly

○ **Specific Outcome 4**

Cut, shape and mould components to size.

○ **Assessment Criteria**

3. Handle materials, components, equipment and tools according to health and safety requirements and in a manner that does not cause damage or injury
4. Dispose of waste safely and according to requirements
5. Maintained clean, tidy and safe workstation, and return the tools and equipment to correct location after use

○ **Specific Outcome 5**

Cut components for joints.

○ **Assessment Criteria**

4. Use equipment and tools safely and correctly according to their designated usage
5. Sand and clean components as required within the jointing process
6. Handle components, tools and equipment correctly and safely
7. Maintain the work area; clean, tidy and safe, and return tools and equipment to correct location after use

○ **Specific Outcome 6**

Assemble furniture.

○ **Assessment Criteria**

1. Dry assemble joints to form complete assembly
2. Marry all joints correctly
3. Secure and assemble joints according to specification
5. Free joints of excess adhesive or any foreign objects
8. Keep the workstation clean, tidy and safe, and tools are returned to their correct location after use

Week 10	<ul style="list-style-type: none"> ○ Pen and paper test (Test may be given in any week as per school assessment plan) ○ Reflect and review
<p>Assessment</p> <p>Formal Assessment Task 1: (FAT 1)</p> <p>Activity 1 Demonstration: (In week 4) Learners make a joint (25 marks) Assess using a rubric</p> <p>Activity 2 Model: (In weeks 6-9) Learners make a model using two or more basic joints / construction methods (50 Marks) Assess using a rubric</p> <p>Activity 3 Pen and Paper Test: (25 marks) Assess using a memorandum.</p> <p>⇒ Learners respond to questions covering aspects listed below</p> <ul style="list-style-type: none"> • Good housekeeping practices • Health and safety • Measurement • Cutting lists • Produce basic hand crafted furniture 	

YEAR 2- ANNUAL TEACHING PLAN

TERM 2

WK	CONTENT	ACTIVITY
<p>Weeks 1 and 2</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 2 Apply health and safety to a work area</p> <ul style="list-style-type: none"> ⇒ Explain implications of exposure to hazardous substances and hazards include reference to a possible chain of events that could result from not removing, reducing or reporting a hazard. ⇒ Describe a health and safety program including hazard identification, risk assessment and a health and safety plan <ul style="list-style-type: none"> ○ Specific Outcome 1 Identify potential hazards in the work area. ○ Assessment Criteria 2. Know implications of exposure to hazardous substances and hazards. 4. Identify protective clothing requirements and use protective clothing 5. Meet all safety requirements ○ Specific Outcome 2 Limit damage to persons or property in the case of an emergency. ○ Assessment Criteria 1. Know the location of fire extinguishers, hoses and alarms 2. Identify different fire extinguishers and used correctly. 3. Know the procedures for the identification of emergencies and follow promptly and correctly 4. Report injuries involving individuals promptly to the relevant persons ○ Specific Outcome 3 Follow procedures that apply to illness or injury in the work area ○ Assessment Criteria 1. Demonstrate procedures for reporting and recording. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 Comply with good housekeeping practices</p> <ul style="list-style-type: none"> ⇒ Explain the following concepts: <ul style="list-style-type: none"> ● Routines: daily; weekly; area and equipment ● Work requirements : rate; quality; materials; equipment ● Relevant person: supervisor 	

- Work requirements: equipment; tools; workstation
- Equipment and tools: hand tools for work to be done
- Specifications: length; width; depth; position; finish
- Environmental conditions: temperature; humidity; lighting; atmosphere

Specific Outcome 1

Carry out good housekeeping routines

○ **Assessment Criteria**

1. Carry out routines safely and in accordance with work requirements
2. Keep equipment clean and available for use when required.
3. Use cleaning equipment and materials safely and correctly.
4. Identify faults with equipment and reported to the relevant person.

○ **Specific Outcome 2**

Prepare workstation for safe and effective production

○ **Assessment Criteria**

1. Clean workstations and keep free of hazards.
2. Check that equipment and tools for work to be carried out are operational and in condition for safe and effective work.

○ **Specific Outcome 3**

Comply with relevant housekeeping policies and procedures.

○ **Assessment Criteria**

1. Explain organisational housekeeping policies and procedures
2. Explain the importance of good housekeeping and the impact of poor housekeeping on people, processes, facilities and products.
3. Comply appropriately and timeously with all housekeeping policies and procedures impacting on area of responsibility
4. Identify and report any shortcomings in housekeeping practices to the appropriate authority.

○ **Specific Outcome 4**

Maintain effective working conditions.

○ **Assessment Criteria**

1. Carry out relevant safety routines according to requirements.
4. Handle equipment and tools safely without damage or injury
5. Keep the workstation clean, tidy and safe.
6. Return equipment and tools safely to correct storage after use.

⇒ Understanding and explain:

- Selection of cleaning materials
- Potential hazards of defective equipment

	<ul style="list-style-type: none"> ○ Relevant health and safety requirements ○ The impact of good housekeeping on work requirements ○ Importance of organising workstations effectively ○ Importance of correct use of equipment and tools ○ Handling of tools and equipment 	
Week 3	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 4 Access and use information from texts</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Identify the main ideas in different text types. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Identify the main ideas and distinguished from supporting information 2. Present Information or ideas from the text in a form appropriate to a learning task or activity. (e.g. mind-map, point-form, role-play, dramatised key scenes. <ul style="list-style-type: none"> ⇒ Describe and illustrate the basic structure of a tree: root, trunk, crown, leaves ⇒ Distinguish between hardwoods and softwood ⇒ Describe the range of timber and board products: natural and manufactured timber ⇒ Indicate and explain the importance of the grain direction ⇒ Explain suitability of different types of wood and board products 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Weeks 4 and 5	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 5 Maintain and adapt oral communication</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Use a variety of speaking and listening strategies to maintain communication. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Use appropriate questions to obtain information and clarify meaning to the context, and used to maintain interaction <ul style="list-style-type: none"> ○ Questions must include: who, what, when, where, why and how questions ○ Sustain interaction through exchanges with others to clarify understanding, information, ideas and opinions ⇒ Explain and demonstrate the safe use of the following hand tools: <ul style="list-style-type: none"> ● Boring tools: awl, bradawl, hand drill ● Cutting: Tenon saw, chisel ● Finishing: sanding block ● Health and safety: First Aid Kit, Fire extinguisher / Fire bucket ● Joining: clamps, nails, screws ● Shaping / Forming: files, plane ● General tools: work bench, bench vice 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 3 Work with measurement in a variety of contexts</p> <p>⇒ Explain the following concepts:</p> <ul style="list-style-type: none"> • Mass and weight, distance, volume and density, volume and surface area, area and perimeter, distance and time, volume and capacity <p>○ Specific Outcome 1 Apply relationships between common quantities in various contexts.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Use terms in the proper context. 2. Make comparisons between quantities and describe differences and relationships <p>○ Specific Outcome 2 Use measuring instruments to measure and calculate quantities in various contexts</p> <p>⇒ Explain the following concepts:</p> <ul style="list-style-type: none"> • Quantities include all of: length, distance, mass, time, temperature, perimeter, area, weight, surface area. Measuring instruments include all of: rulers, tape measures, scale, clocks and protractors <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Use measuring instruments correctly. 2. Record and report readings within the margin of error as limited by the instrument and as are appropriate within the context. 3. Choose measuring instruments to comply with the accuracy requirements <ul style="list-style-type: none"> a. Measuring Tools: ruler, tape measure b. Marking out: try square, marking gauge <p>○ Specific Outcome 3 Solve measurement problems in various contexts.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 2. Use units correctly 	
6	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 6 Read and interpret basic engineering drawings</p> <p>○ Specific Outcome 1 Demonstrate an understanding of basic engineering drawings, sketches and material lists.</p> <p>⇒ Explain basic concepts of line structures</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Select work pieces that corresponds to engineering drawing 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical

	<p>⇒ Engineering drawings correctly interpreted, taking into account line structures and dimensions.</p> <p>⇒ Interpretation done in a methodical manner.</p> <p>⇒ Discuss and explain</p> <ul style="list-style-type: none"> • Measurement and dimensions • Use of measurement scales • Concepts of basic geometry and units of measurement • Line structures • Dimensioning <p>Exit Level Outcome 7 Prepare cutting lists, set-out and mark off for machining purpose</p> <p>⇒ Explain:</p> <ul style="list-style-type: none"> • Techniques/methods for preparing cutting lists from working drawings. • Techniques for preparing basic sketches from working drawings. • Basic first aid. • Protection of work during all stages of the manufacturing process. • House-keeping standards and procedures <p>○ Specific Outcome 1 Prepare cutting lists and basic sketches from working drawings.</p> <p>○ Assessment Criteria</p> <p>4. Employ cost-effective working methods and minimise material wastage</p> <p>○ Specific Outcome 2 Implement basic first aid.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Put in place and adhere to correct preventative measures 2. Identify hazards and corrective action is taken to prevent accidents. 3. Define clear lines of communication in case of an emergency 4. Maintain neat, clean and safe work areas in accordance with organisational policies and procedures. <p>○ Specific Outcome 3 Protect work during manufacturing stages.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Assemble all wooden components correctly and stored according to manufacturers specifications. 2. Protect products from damage to specified instructions. 3. Employ working methods and material damage is minimised for cost effectiveness 4. Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures 	demonstration
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	<p>⇒ Make joints; Tongue and Groove, Feather and Housing Joint using different types of material such as solid timber, block board and laminated timber.</p>	
<p>Weeks 6-9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 8 Produce basic hand crafted furniture</p> <p>⇒ Explain, describe and or demonstrate:</p> <ul style="list-style-type: none"> • Equipment and tools: hand and powered hand tools • Materials: softwood; hardwood; plywood; composite board products • Material quality: grades; • Specifications: drawings; cutting lists; oral and written instructions, dimensions and position • Workstation preparation: cleaning; layout; space for equipment; materials; environmental conditions • Surface preparation: free of any foreign objects; planing; sanding; cleaning • Measuring and marking out: from project layout; from drawing • Adhesive preparation: mixing and stirring • Personal protection: eye protection; hand protection; overalls / dust coats; respiratory protection; barrier cream; cleansing cream; after cream • Component size obtained by: hand sawing; hand planing • Shape and mould: scraping; abrasives; cutting; • Joints: tongue and groove; loose tongue (feather); housing • Faults: inaccurate fit; inaccurate alignment; inaccurate shape; incorrect orientation of grain • Assembly methods: dry assembly; cramping; screw and nail • Assembly: sub-assembly; carcass; frame • Pressure applied: manually; mechanically • Cramps: sash cramps; G cramps; edging / lipping cramps • Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up • Unplanned interruptions: breakdowns; power failure; material shortfalls; identification of product fault • Product quality checks: output against specifications; protection and storage of output; customer requirements • Relevant action : reporting; recording; rectifying • Production requirements: production rate; quality; materials; waste control; efficiency control • Documentation: location and quality control <p>○ Specific Outcome 1 Select and prepare equipment and tools.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Obtain and confirm that the instruction is understood 2. Identify and select equipment and tools and confirmed to be in satisfactory condition for safe and effective use 3. Record relevant information accurately onto appropriate document 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model

4. Set equipment and tools according to job specification
5. Lay-out equipment and tools according to job requirements
6. Handle equipment and tools correctly and safely
7. Perform the process safely according to health and safety requirements
8. Prepare the work area for safe and effective production within the allocated time

○ **Specific Outcome 2**

Select and prepare materials and surfaces.

○ **Assessment Criteria**

3. Mark the face side of material according to required use and desired visual effect
4. Measure and mark out material according to specification, ensuring minimum waste
5. Use equipment and tools safely and effectively according to correct usage, marking out and materials used
6. Prepare materials to finish requirements
7. Handle materials, equipment and tools according to health and safety
8. Perform material preparation within the allocated time

○ **Specific Outcome 3**

Select and prepare adhesives.

○ **Assessment Criteria**

1. Use appropriate personal protective equipment correctly
2. Select adhesives correctly and according to specification
3. Prepare adhesives correctly according to manufactures instructions
4. Perform the process according to health and safety requirements, within the allocated time

○ **Specific Outcome 4**

Cut, shape and mould components to size.

○ **Assessment Criteria**

1. Bring materials to component size and shape according to specification
2. Sand and clean material within the cutting, shaping and moulding tolerances and process instructions
3. Handle materials, components, equipment and tools according to health and safety requirements and in a manner that does not cause damage or injury
4. Dispose of waste safely and according to requirements
5. Maintained clean, tidy and safe workstation, and return the tools and equipment to correct location after use
6. Perform the process safely and within the allocated time

○ **Specific Outcome 5**

Cut components for joints.

○ **Assessment Criteria**

1. Cut joints accurately according to specification
2. Dry assembled joints to check correctness of fit according to specification
4. Use equipment and tools safely and correctly according to their designated usage

	<ol style="list-style-type: none"> 5. Sand and clean components as required within the jointing process 6. Handle components, tools and equipment correctly and safely 7. Maintain the work area; clean, tidy and safe, and return tools and equipment to correct location after use 8. Perform process safely and within the time allocated <p>○ Specific Outcome 6 Assemble furniture.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Dry assemble joints to form complete assembly 2. Marry all joints correctly 3. Secure and assemble joints according to specification 4. Apply appropriate pressure for the furniture being assembled 5. Free joints of excess adhesive or any foreign objects 6. Square and true furniture items 7. Perform the process safely within the allocated time 8. Keep the workstation clean, tidy and safe, and tools are returned to their correct location after use <p>○ Specific Outcome 7 Finish off product according to standard.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Maintain quality in accordance with specification requirements 	
<p>Week 10</p>	<ul style="list-style-type: none"> ○ Pen and paper test (Test may be given in any week as per school assessment plan) ○ Reflect and review 	

<p>Assessment</p> <p>Formal Assessment Task 2: (FAT 2)</p> <p>Activity 1 Demonstration: (In week 4) Learners make a joint (15 marks) Assess using a rubric</p> <p>Activity 2 Model: (In weeks 6-9) Learners make a model using two or more basic joints / construction methods (60 Marks) Assess using a rubric</p> <p>Activity 3 Pen and Paper Test: (25 marks) Assess using a memorandum.</p> <p>⇒ Learners respond to questions covering aspects listed below</p> <ul style="list-style-type: none"> ● Good housekeeping practices ● Health and safety ● Measurement ● Cutting lists ● Produce basic hand crafted furniture
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YEAR 2- ANNUAL TEACHING PLAN

TERM 3

WK	CONTENT	ACTIVITY
1	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 6 Read and interpret basic engineering drawings</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Demonstrate an understanding of basic engineering drawings, sketches and material lists. <ul style="list-style-type: none"> ⇒ Explain basic concepts of line structures ○ Assessment Criteria <ol style="list-style-type: none"> 1. Select work pieces that corresponds to engineering drawing <ul style="list-style-type: none"> ⇒ Engineering drawings correctly interpreted, taking into account line structures and dimensions. ⇒ Interpretation done in a methodical manner. ⇒ Discuss and explain <ul style="list-style-type: none"> • Measurement and dimensions • Use of measurement scales • Concepts of basic geometry and units of measurement • Line structures • Dimensioning <p>Exit Level Outcome 7 Prepare cutting lists, set-out and mark off for machining purpose</p> <p>⇒ Explain:</p> <ul style="list-style-type: none"> • Techniques/methods for preparing cutting lists from working drawings. • Techniques for preparing basic sketches from working drawings. • Basic first aid. • Protection of work during all stages of the manufacturing process. • House-keeping standards and procedures <ul style="list-style-type: none"> ○ Specific Outcome 1 Prepare cutting lists and basic sketches from working drawings. • Assessment Criteria <ol style="list-style-type: none"> 4. Employ cost-effective working methods and minimise material wastage <ul style="list-style-type: none"> ○ Specific Outcome 2 Implement basic first aid. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Put in place and adhere to correct preventative measures 2. Identify hazards and corrective action is taken to prevent accidents. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>3. Define clear lines of communication in case of an emergency</p> <p>4. Maintain neat, clean and safe work areas in accordance with organisational policies and procedures.</p> <p>○ Specific Outcome 3 Protect work during manufacturing stages.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Assemble all wooden components correctly and stored according to manufacturers specifications. 2. Protect products from damage to specified instructions. 3. Employ working methods and material damage is minimised for cost effectiveness 4. Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures <ul style="list-style-type: none"> ⇒ Make joints; Mortise and ten and Dovetail using different types of material such as solid timber, block board and laminated timber. 	
<p>Week 2 to 9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 8 Produce basic hand crafted furniture</p> <p>⇒ Explain, describe and or demonstrate:</p> <ul style="list-style-type: none"> • Equipment and tools: hand and powered hand tools • Materials: softwood; hardwood; plywood; • Material quality: grades • Specifications: drawings; cutting lists; oral and written instructions, dimensions and position • Workstation preparation: cleaning; layout; space for equipment; materials; environmental conditions • Surface preparation: free of any foreign objects; planing; sanding; cleaning • Measuring and marking out: from project layout; from drawing • Adhesive preparation: mixing and stirring • Personal protection: eye protection; hand protection; overalls / dust coats; respiratory protection; barrier cream; cleansing cream; after cream • Component size obtained by: hand sawing; hand planing • Shape and mould: scraping; abrasives; cutting • Joints: Mortise and tenon; dove tail; • Faults: inaccurate fit; inaccurate alignment; inaccurate shape; incorrect orientation of grain • Assembly methods: dry assembly; cramping; screw and nail • Assembly: sub-assembly; carcass; frame; drawers; mouldings • Pressure applied: manually; mechanically • Cramps: sash cramps; G cramps; edging / lipping cramps • Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up • Unplanned interruptions: breakdowns; power failure; material shortfalls; identification of product fault • Product quality checks: output against specifications; protection and storage of output; customer requirements 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information ○ visually ○ Practical demonstration ○ Build model

- Relevant action : reporting; recording; rectifying
- Production requirements: production rate; quality; materials; waste control; efficiency control
- Documentation: location and quality control

○ **Specific Outcome 1**

Select and prepare equipment and tools.

○ **Assessment Criteria**

1. Obtain and confirm that the instruction is understood
2. Identify and select equipment and tools and confirmed to be in satisfactory condition for safe and effective use
3. Record relevant information accurately onto appropriate document
4. Set equipment and tools according to job specification
5. Lay-out equipment and tools according to job requirements
6. Handle equipment and tools correctly and safely
7. Perform the process safely according to health and safety requirements
8. Prepare the work area for safe and effective production within the allocated time

○ **Specific Outcome 2**

Select and prepare materials and surfaces.

○ **Assessment Criteria**

3. Mark the face side of material according to required use and desired visual effect
4. Measure and mark out material according to specification, ensuring minimum waste
5. Use equipment and tools safely and effectively according to correct usage, marking out and materials used
6. Prepare materials to finish requirements
7. Handle materials, equipment and tools according to health and safety
8. Perform material preparation within the allocated time

○ **Specific Outcome 3**

Select and prepare adhesives.

○ **Assessment Criteria**

1. Use appropriate personal protective equipment correctly
2. Select adhesives correctly and according to specification
3. Prepare adhesives correctly according to manufactures instructions
4. Perform the process according to health and safety requirements, within the allocated time

○ **Specific Outcome 4**

Cut, shape and mould components to size.

○ **Assessment Criteria**

1. Bring materials to component size and shape according to specification
2. Sand and clean material within the cutting, shaping and moulding tolerances and process instructions

	<ol style="list-style-type: none"> 3. Handle materials, components, equipment and tools according to health and safety requirements and in a manner that does not cause damage or injury 4. Dispose of waste safely and according to requirements 5. Maintained clean, tidy and safe workstation, and return the tools and equipment to correct location after use 6. Perform the process safely and within the allocated time <ul style="list-style-type: none"> ○ Specific Outcome 5 Cut components for joints. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Cut joints accurately according to specification 2. Dry assembled joints to check correctness of fit according to specification 4. Use equipment and tools safely and correctly according to their designated usage 5. Sand and clean components as required within the jointing process 6. Handle components, tools and equipment correctly and safely 7. Maintain the work area; clean, tidy and safe, and return tools and equipment to correct location after use 8. Perform process safely and within the time allocated ○ Specific Outcome 6 Assemble furniture. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Dry assemble joints to form complete assembly 2. Marry all joints correctly 3. Secure and assemble joints according to specification 4. Apply appropriate pressure for the furniture being assembled 5. Free joints of excess adhesive or any foreign objects 6. Square and true furniture items 7. Perform the process safely within the allocated time 8. Keep the workstation clean, tidy and safe, and tools are returned to their correct location after use ○ Specific Outcome 7 Finish off product according to standard. ○ Assessment Criteria <ul style="list-style-type: none"> ○ Maintain quality in accordance with specification requirement 	
<p>Week 10</p>	<ul style="list-style-type: none"> ○ Pen and paper test (Test may be given in any week as per school assessment plan) ○ Reflect and review 	

Assessment

Formal Assessment Task 3: (FAT 3)

Activity 1 Demonstration: (In week 1)

Learners make a joint (25 marks)

Assess using a rubric

Activity 2 Model: (In weeks 2-9)

Learners make a model using two or more basic joints / construction methods (50 Marks)

Assess using a rubric

Activity 3 Pen and Paper Test: (25 marks)

Assess using a memorandum.

⇒ Learners respond to questions covering aspects related to the Exit Level Outcomes

YEAR 2- ANNUAL TEACHING PLAN

TERM 4

WK	CONTENT	ACTIVITY
<p>Weeks 1-7</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 8 Produce basic hand crafted furniture</p> <p>⇒ Explain, describe and or demonstrate:</p> <ul style="list-style-type: none"> • Equipment and tools: hand and powered hand tools • Materials: softwood; hardwood; plywood; composite board products • Material quality: grades • Specifications: drawings; cutting lists; oral and written instructions, dimensions and position • Workstation preparation: cleaning; layout; space for equipment; materials; environmental conditions • Surface preparation: free of any foreign objects; planing; sanding; cleaning • Measuring and marking out: from project layout; from drawing • Adhesive preparation: mixing and stirring • Personal protection: eye protection; hand protection; overalls / dust coats; respiratory protection; barrier cream; cleansing cream; after cream • Component size obtained by: hand sawing; hand planing • Shape and mould: scraping; abrasives; cutting; • Joints: butt; lap; mitre; tongue and groove; loose tongue (feather); housing; dowel; mortise and tenon; dove tail; • Faults: inaccurate fit; inaccurate alignment; inaccurate shape; incorrect orientation of grain • Assembly methods: dry assembly; cramping; screw and nail • Assembly: sub-assembly; carcass; frame; • Pressure applied: manually; mechanically • Cramps: sash cramps; G cramps; edging / lipping cramps • Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up • Unplanned interruptions: breakdowns; power failure; material shortfalls; identification of product fault • Product quality checks: output against specifications; protection and storage of output; customer requirements • Relevant action : reporting; recording; rectifying • Production requirements: production rate; quality; materials; waste control; efficiency control • Documentation: location and quality control <p>○ Specific Outcome 1 Select and prepare equipment and tools.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Obtain and confirm that the instruction is understood 2. Identify and select equipment and tools and confirmed to be in satisfactory condition for safe and effective use 3. Record relevant information accurately onto appropriate document 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model

4. Set equipment and tools according to job specification
5. Lay-out equipment and tools according to job requirements
6. Handle equipment and tools correctly and safely
7. Perform the process safely according to health and safety requirements
8. Prepare the work area for safe and effective production within the allocated time

○ **Specific Outcome 2**

Select and prepare materials and surfaces.

○ **Assessment Criteria**

3. Mark the face side of material according to required use and desired visual effect
4. Measure and mark out material according to specification, ensuring minimum waste
5. Use equipment and tools safely and effectively according to correct usage, marking out and materials used
6. Prepare materials to finish requirements
7. Handle materials, equipment and tools according to health and safety
8. Perform material preparation within the allocated time

○ **Specific Outcome 3**

Select and prepare adhesives.

○ **Assessment Criteria**

1. Use appropriate personal protective equipment correctly
2. Select adhesives correctly and according to specification
3. Prepare adhesives correctly according to manufactures instructions
4. Perform the process according to health and safety requirements, within the allocated time

○ **Specific Outcome 4**

Cut, shape and mould components to size.

○ **Assessment Criteria**

1. Bring materials to component size and shape according to specification
2. Sand and clean material within the cutting, shaping and moulding tolerances and process instructions
3. Handle materials, components, equipment and tools according to health and safety requirements and in a manner that does not cause damage or injury
4. Dispose of waste safely and according to requirements
5. Maintained clean, tidy and safe workstation, and return the tools and equipment to correct location after use
6. Perform the process safely and within the allocated time

○ **Specific Outcome 5**

Cut components for joints.

○ **Assessment Criteria**

1. Cut joints accurately according to specification
2. Dry assembled joints to check correctness of fit according to specification
4. Use equipment and tools safely and correctly according to their designated usage

	<ol style="list-style-type: none"> 5. Sand and clean components as required within the jointing process 6. Handle components, tools and equipment correctly and safely 7. Maintain the work area; clean, tidy and safe, and return tools and equipment to correct location after use 8. Perform process safely and within the time allocated <ul style="list-style-type: none"> ○ Specific Outcome 6 Assemble furniture. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Dry assemble joints to form complete assembly 2. Marry all joints correctly 3. Secure and assemble joints according to specification 4. Apply appropriate pressure for the furniture being assembled 5. Free joints of excess adhesive or any foreign objects 6. Square and true furniture items 7. Perform the process safely within the allocated time 8. Keep the workstation clean, tidy and safe, and tools are returned to their correct location after use ○ Specific Outcome 7 Finish off product according to standard. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Maintain quality in accordance with specification requirements 	
Weeks 8-10	<ul style="list-style-type: none"> ○ Pen and paper Assessment- End of year Exam 	

Assessment

Formal Assessment Task 4: (FAT 4)

Activity 1 Model: (In weeks 1 - 7)
Learners make a model using two or more basic joints / construction methods (75 Marks)
Assess using a rubric

Activity 2 Pen and Paper Test: (25 marks)
Assess using a memorandum.
⇒ Learners respond to questions covering aspects related to the Exit Level Outcomes

YEAR 3- ANNUAL TEACHING PLAN

TERM 1

WK	CONTENT	ACTIVITY
<p>Week 1</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 Comply with good housekeeping practices</p> <p>Specific Outcome 1 Carry out good housekeeping routines</p> <p>Specific Outcome 2 Prepare workstation for safe and effective production</p> <ul style="list-style-type: none"> ○ Assessment Criteria ○ Clean workstations and keep free of hazards. ○ Check that equipment and tools for work to be carried out are operational and in condition for safe and effective work. ○ Set equipment and tools to required specification according to work requirements ○ Lay out equipment and tools in sequence according to work requirements <p>Specific Outcome 3 Comply with relevant housekeeping policies and procedures.</p> <ul style="list-style-type: none"> ○ Specific Outcome 4 Maintain effective working conditions. ○ Assessment Criteria 1. Carry out relevant safety routines according to requirements. 2. Conform to the health and safety requirement to the environmental conditions of the workstation 3. Identify and isolate faulty equipment and tools, replace and report to the relevant person. 4. Handle equipment and tools safely without damage or injury 5. Keep the workstation clean, tidy and safe. 6. Return equipment and tools safely to correct storage after use. <p>Exit Level Outcome 2 Apply health and safety to a work area</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Identify potential hazards in the work area. ○ Assessment Criteria 1. Identify potential hazards correctly and remove, reduce or report. 2. Know implications of exposure to hazardous substances and hazards. 3. Draw up a health and safety plan. 4. Identify protective clothing requirements and use protective clothing 5. Meet all safety requirements 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

- **Specific Outcome 2**
 - ⇒ Explain how to limit damage to persons or property in the case of an emergency.
- **Specific Outcome 3**
Follow procedures that apply to illness or injury in the work area.
- **Assessment Criteria**
 1. Demonstrate procedures for reporting and recording
- Exit Level Outcome 3**
Work with measurement in a variety of contexts
- **Specific Outcome 1**
Apply relationships between common quantities in various contexts.
 - ⇒ Explain Mass and weight, distance, volume and density, volume and surface area, area and perimeter, distance and time, volume and capacity.
- **Specific Outcome 2**
Use measuring instruments to measure and calculate quantities in various contexts
 - ⇒ Explain quantities include all of: length, distance, mass, time, temperature, perimeter, area, weight, surface area.
 - ⇒ Explain measuring instruments include all of: rulers, tape measures, scale, clocks and protractors.
- **Specific Outcome 3**
Solve measurement problems in various contexts.
 - ⇒ Explain practical and non-practical processes,
- **Assessment Criteria**
 1. Solutions are correct within margins of error allowed within the context.
 2. Use units correctly.
- Exit Level Outcome 4**
Access and use information from texts
- **Specific Outcome 1**
Identify the main ideas in different text types.
- Exit Level Outcome 5**
Maintain and adapt oral communication
- **Specific Outcome 1**
Use a variety of speaking and listening strategies to maintain communication.
- **Assessment Criteria**
 1. Use appropriate questions to obtain information and clarify meaning to the context, and used to maintain interaction
- RANGE**
 1. Questions must include: who, what, when, where, why and how questions

	<p>2. Sustain interaction through exchanges with others to clarify understanding, information, ideas and opinions.</p> <p>3. Sustain interaction to reflect an ability to discuss a series of events.</p> <p>⇒ Explain the growth and structure of a tree</p> <p>⇒ Explain and illustrate the range of timber and board products available</p> <p>⇒ Demonstrate the importance of grain direction in timber</p>	
<p>Week 2</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 6 Read and interpret basic engineering drawings</p> <p>○ Specific Outcome 1 Demonstrate an understanding of basic engineering drawings, sketches and material lists.</p> <p>⇒ Explain basic concepts of line structures</p> <p>○ Assessment Criteria</p> <p>1. Select work pieces that corresponds to engineering drawing</p> <p>Indicators:</p> <p>1. Engineering drawings correctly interpreted, taking into account line structures and dimensions.</p> <p>2. Interpretation done in a methodical manner.</p> <p>Understanding confirmed:</p> <p>1. Discuss and explain</p> <ul style="list-style-type: none"> ● Measurement and dimensions ● Use of measurement scales ● Concepts of basic geometry and units of measurement ● Line structures ● Dimensioning <p>2. Explain purpose of engineering drawings, sketches and material lists.</p> <p>○ Specific Outcome 2 Interpret basic engineering drawings and sketches.</p> <p>⇒ Interpret measurements and dimensions</p> <p>○ Assessment Criteria</p> <p>1. Corresponds selected work piece to engineering drawing.</p> <p>Indicators:</p> <p>1. Engineering drawings correctly interpreted, taking into account line structures and dimensions.</p> <p>2. Interpretation done in a methodical manner.</p> <p>Understanding confirmed:</p> <p>1. Discuss and explain</p> <ul style="list-style-type: none"> ● Measurement and dimensions ● Use of measurement scales ● Concepts of basic geometry and units of measurement ● Line structures ● Dimensioning 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>2. Explain the purpose of engineering drawings, sketches and material lists.</p> <p>○ Specific Outcome 3 Select components from engineering drawings</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Corresponds selected work piece to engineering drawing. <p>Indicators:</p> <ol style="list-style-type: none"> 1. Engineering drawings correctly interpreted, taking into account line structures and dimensions. 2. Interpretation done in a methodical manner. <p>Understanding confirmed:</p> <ol style="list-style-type: none"> 1. Discuss and explain <ul style="list-style-type: none"> • Measurement and dimensions • Use of measurement scales • Concepts of basic geometry and units of measurement • Line structures • Dimensioning 2. Explain purpose of engineering drawings, sketches and material lists. <p>Exit Level Outcome 7 Prepare cutting lists, set-out and mark off for machining purpose</p> <p>○ Specific Outcome 1 Prepare cutting lists and basic sketches from working drawings.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Prepare cutting lists accurately from working drawings. 2. Identify correct materials and a list is compiled from working drawings 3. Set out sketches correctly and illustrated for machining of wooden components in accordance with specified dimensions 4. Employ cost-effective working methods and minimise material wastage <p>○ Specific Outcome 2 Implement basic first aid.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Put in place and adhere to correct preventative measures 2. Identify hazards and corrective action is taken to prevent accidents. 3. Define clear lines of communication in case of an emergency 4. neat, clean and safe work areas in accordance with organisational policies and procedures <p>○ Specific Outcome 3 Protect work during manufacturing stages.</p>	
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	<ul style="list-style-type: none"> ○ Assessment Criteria 1. Assemble all wooden components correctly and stored according to manufacturer's specifications. 2. Protect products from damage to specified instructions. 3. Employ working methods and material damage is minimised for cost effectiveness 4. Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures ⇒ Make joints; But, Lap, Mite, Dowel, Tongue and groove using different types of material such as solid timber, block board and laminated timber. 	
<p>Week 3</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 9 Produce sawn timber and board product components and product</p> <p>Outcome Range The following elements may include but are not limited to:</p> <ul style="list-style-type: none"> • Production information: drawings; cutting lists; routing sheets; verbal and written instructions • Materials: hardwood; softwood; composite board; components • Equipment: safety; sawing machines; tooling; dust extraction; templates and jigs • Dimension control aids: jigs; templates; tape measure; veneer callipers; square • Work practices: preparation of workstation; operation of sawing machinery; operation maintenance • Quality of materials: correct grade; dimensions • Machinery: with circular saw blades; with band saw blades • Remedial action: reporting and rectifying • Feed speeds: hand fed; mechanically fed • Dust extraction system: fixed ducting; portable unit • Off-cuts: re-usable; non-reusable • Hazards: potential and actual • Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up • Product quality checks: output against specifications; protection and storage of output; customer requirements • Relevant action: reporting; recording; rectifying • Production requirements: production rate; quality; materials; waste control; efficiency control • Documentation: location and quality control <ul style="list-style-type: none"> ○ Specific Outcome 2 Prepare for machining of sawn timber and board product components and products. ○ Assessment Criteria 1. Fit jigs, templates and other necessary dimension control aids correctly and fit for the purpose. 2. Fit correct tooling for the job and secured correctly. 3. Carry out correct routine procedures for the sawing machine in accordance with all safety regulations. 4. Place where necessary, assistants in place prior to and during operations 5. Complete the operations within the allowed time. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>6. Minimise the risk of own work practise to injury and damage to machinery and equipment and the health and safety of self and others</p> <p>○ Specific Outcome 3 Machine materials to form sawn components or products.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Adhere to all health and safety requirements prior to switching on sawing machine. 2. Start and stop sawing machinery correctly and safely. 3. Cut materials at feed speeds suited to materials and machine. 4. Maintain the use of guards and relevant safety procedures and requirements throughout the operations. 5. Finished sawn products conform to required specification. 6. Complete the operation within the time allocated. 8. Minimise the risk of work practices to injury and damage to machinery, equipment and safety of self and others. 	
<p>Week 4</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 10 Produce planed timber product components and products</p> <p>Outcome Range The following elements may include but are not limited to:</p> <ul style="list-style-type: none"> • Production information: drawings; cutting lists; routing sheets; verbal and written instructions • Materials: hardwood; softwood; components • Equipment: safety; planing machines; tooling; dust extraction; templates and jigs • Work practices: preparation of workstation; operation of planing machinery; operation maintenance • Quality of materials: correct grade; dimensions • Remedial action: reporting and rectifying • Feed speeds: hand fed; mechanically fed • Work practices: • Dust extraction system: fixed ducting; portable unit • Off-cuts: re-usable; non-reusable • Hazards: potential and actual • Transportation: pallet; by hand; conveyor system • Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up • Product quality checks: output against specifications; protection and storage of output; customer requirements • Relevant action: reporting; recording; rectifying • Production requirements: production rate; quality; materials; waste control; efficiency control • Documentation: location and quality control <p>○ Specific Outcome 2 Prepare and set machines to plane timber product components and products.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Fit jigs, templates and other necessary dimension control aids are correctly and fit for the purpose 2. Fit correct tooling for the job and secured correctly 3. Carry out correct routine procedures for the planing machine in accordance to all safety regulations 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<p>4. Complete the operations within the allowed time</p> <p>5. Minimise the risk during own work practices to injury and damage to machinery and equipment and the health and safety of self and others</p> <ul style="list-style-type: none"> o Specific Outcome 3 Machine materials to form planed timber product components or products. <ul style="list-style-type: none"> o Assessment Criteria <ol style="list-style-type: none"> 1. Adhere to all health and safety requirements prior to switching on planing machine 2. Place where necessary, assistants in place prior to and during operations 3. Start and stop planing machinery correctly and safely 4. Plane materials at feed speeds suited to materials and machine 5. Use guards and relevant safety procedures and requirements throughout the operations 6. The finished planed products conform to required specification 7. Complete the operation within the time allocated 9. Minimise the risk during work practices of injury and damage to machinery, equipment and safety of self and others 	
<p>Week 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 11 Produce machine sanded timber and board product components and products</p> <p>Outcome Range The following elements may include but are not limited to: Production information: drawings; cutting lists; routing sheets; verbal and written instructions</p> <ul style="list-style-type: none"> • Materials: hardwood; softwood; composite board; components • Equipment: safety; sanding machines; tooling; dust extraction; templates and jigs • Machines: with abrasive discs; pads, belts; for profile and flat sanding. • Quality of materials: correct grade; dimensions • Remedial action: reporting and rectifying • Feed speeds: hand fed; mechanically fed • Work practices: operation of sanding machinery; operation maintenance • Dust extraction system: fixed ducting; portable unit • Hazards: potential and actual • Transportation: pallet; by hand; conveyor system • Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up • Production requirements: production rate; quality; materials; waste control; efficiency control • Documentation: location and quality control <ul style="list-style-type: none"> o Specific Outcome 2 Prepare and set machines to sand timber product components and products. 	<ul style="list-style-type: none"> o Oral discussions in pairs and in groups o Access information from reference books or suitable resources o Sort information o Written presentations o Present information visually o Practical demonstration

	<ul style="list-style-type: none"> ○ Assessment Criteria 1. Fit and use jigs, templates and other necessary dimension control aids 2. Position, sequence and secure abrasive equipment correctly 3. Choose correct abrasive for material to be sanded 4. Carry out correct routine procedures for the planning machine are carried out in accordance to all safety regulations 5. Handle, store and fit abrasive equipment correctly 6. Complete the operations within the allowed time 7. Minimise the risk during own work practices to injury and damage to machinery and equipment and the health and safety of self and others <ul style="list-style-type: none"> ○ Specific Outcome 3 Performing operations to produce sanded components and products <ul style="list-style-type: none"> ○ Assessment Criteria 1. Adhere to all health and safety requirements prior to switching on sanding machine 2. Place where necessary, assistants in place prior to and during operations 3. Start and stop sanding machinery correctly and safely 4. Maintain the use of guards and relevant safety procedures and requirements throughout the operations 5. The finished sanded products conform to required specification 6. Complete the operation within the time allocated 8. Perform work with minimal risk of injury and damage to machinery, equipment and safety of self and others 	
<p>Weeks 6-9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 8 Produce basic hand crafted furniture</p> <p>⇒ Explain, describe and or demonstrate:</p> <ul style="list-style-type: none"> ● Equipment and tools: hand and powered hand tools ● Materials: softwood; hardwood; plywood; composite board products; components; mouldings; fittings ● Material quality: grades ● Specifications: drawings; cutting lists; routing sheets; oral and written instructions, dimensions and position ● Workstation preparation: cleaning; layout; space for equipment; materials; environmental conditions ● Surface preparation: free of any foreign objects; planing; sanding; cleaning ● Measuring and marking out: from project layout; from drawing ● Adhesive preparation: mixing and stirring ● Personal protection: eye protection; hand protection; overalls / dust coats; respiratory protection; barrier cream; cleansing cream; after cream ● Component size obtained by: hand sawing; hand planing ● Shape and mould: jigsaw; edge moulding; scraping; abrasives; cutting; laminating 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model

- Joints: butt; lap; mitre; tongue and groove;
- Faults: inaccurate fit; inaccurate alignment; inaccurate shape; incorrect orientation of grain
- Assembly methods: dry assembly; cramping; screw and nail
- Assembly: sub-assembly; carcass; frame;
- Pressure applied: manually; mechanically
- Cramps: sash cramps; G cramps; edging / lipping cramps
- Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up
- Unplanned interruptions: breakdowns; power failure; material shortfalls; identification of product fault
- Product quality checks: output against specifications; protection and storage of output; customer requirements
- Relevant action: reporting; recording; rectifying
- Production requirements: production rate; quality; materials; waste control; efficiency control
- Documentation: location and quality control

○ **Specific Outcome 1**

Select and prepare equipment and tools.

○ **Assessment Criteria**

1. Obtain and confirm that the instruction is understood
2. Identify and select equipment and tools and confirmed to be in satisfactory condition for safe and effective use
3. Record relevant information accurately onto appropriate document
4. Set equipment and tools according to job specification
5. Lay-out equipment and tools according to job requirements
6. Handle equipment and tools correctly and safely
7. Perform the process safely according to health and safety requirements
8. Prepare the work area for safe and effective production within the allocated time

○ **Specific Outcome 2**

Select and prepare materials and surfaces.

○ **Assessment Criteria**

1. Select materials of the required quality and quantity
2. Select materials according to the cutting list, routing sheets or other relevant sources of information
3. Mark the face side of material according to required use and desired visual effect
4. Measure and mark out material according to specification, ensuring minimum waste
5. Use equipment and tools safely and effectively according to correct usage, marking out and materials used
6. Prepare materials to finish requirements
7. Handle materials, equipment and tools according to health and safety
8. Perform material preparation within the allocated time

○ **Specific Outcome 3**

Select and prepare adhesives.

○ **Assessment Criteria**

1. Use appropriate personal protective equipment correctly
2. Select adhesives correctly and according to specification
3. Prepare adhesives correctly according to manufactures instructions
4. Perform the process according to health and safety requirements, within the allocated time

○ **Specific Outcome 4**

Cut, shape and mould components to size.

○ **Assessment Criteria**

1. Bring materials to component size and shape according to specification
2. Sand and clean material within the cutting, shaping and moulding tolerances and process instructions
3. Handle materials, components, equipment and tools according to health and safety requirements and in a manner that does not cause damage or injury
4. Dispose of waste safely and according to requirements
5. Maintained clean, tidy and safe workstation, and return the tools and equipment to correct location after use
6. Perform the process safely and within the allocated time

○ **Specific Outcome 5**

Cut components for joints.

○ **Assessment Criteria**

1. Cut joints accurately according to specification
2. Dry assembled joints to check correctness of fit according to specification
3. Identify and rectify faults in joints, and non-rectifiable faults are rejected and replaced according to work practices
4. Use equipment and tools safely and correctly according to their designated usage
5. Sand and clean components as required within the jointing process
6. Handle components, tools and equipment correctly and safely
7. Maintain the work area; clean, tidy and safe, and return tools and equipment to correct location after use
8. Perform process safely and within the time allocated

○ **Specific Outcome 6**

Assemble furniture.

○ **Assessment Criteria**

1. Dry assemble joints to form complete assembly
2. Marry all joints correctly
3. Secure and assemble joints according to specification
4. Apply appropriate pressure for the furniture being assembled
5. Free joints of excess adhesive or any foreign objects
6. Square and true furniture items
7. Perform the process safely within the allocated time
8. Keep the workstation clean, tidy and safe, and tools are returned to their correct location after use

	<ul style="list-style-type: none"> ○ Specific Outcome 7 Finish off product according to standard. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Maintain quality in accordance with specification requirements 2. Comply quality of manufactured output with product specification 3. Identify deviations within allowable tolerances and take relevant action 4. Report deviations outside allowable tolerances promptly to the relevant person 5. Carry out quality checks at specific intervals and maintain production requirements 	
Week 10	<ul style="list-style-type: none"> ○ Pen and paper test (Test may be given in any week as per school assessment plan) ○ Reflect and review 	

<p>Assessment</p> <p>Formal Assessment Task 1: (FAT 1)</p> <p>Activity 1 Demonstration: (In week 4) Learners demonstrate use of a machine for planning, sawing and sanding (25 marks) Assess using rubrics</p> <p>Activity 2 Model: (In weeks 6-9) Learners make a model using two or more basic joints / construction methods (50 Marks) Assess using a rubric</p> <p>Activity 3 Pen and Paper Test: (25 marks) Assess using a memorandum. ⇒ Learners respond to questions covering aspects related to the Exit Level Outcomes</p>
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YEAR 3- ANNUAL TEACHING PLAN

TERM 2

WK	CONTENT	ACTIVITY
<p>Weeks 1 to 5 / (OR weeks 5 to 9)</p>	<p>“Learners must be taught how to..... ”</p> <p>Select any two of the six electives: Exit Level Outcomes: 12, 13, 14, 15, 16, 17</p> <p>Note:</p> <ul style="list-style-type: none"> ○ The teacher will manage the electives to be addressed ○ Five weeks of Terms 2 and 3 are allocated to the electives ○ Address first elective in Term 2 ○ Address second elective in Term 3 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Week 6 to 9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 ⇒ Comply with good housekeeping practices</p> <p>Exit Level Outcome 2 ⇒ Apply health and safety to a work area</p> <p>Exit Level Outcome 3 ⇒ Work with measurement in a variety of contexts</p> <p>Exit Level Outcome 4 ⇒ Access and use information from texts</p> <p>Exit Level Outcome 5 ⇒ Maintain and adapt oral communication to</p> <ul style="list-style-type: none"> ○ Explain how logs are converted to timber ○ Explain and illustrate the differences between hardwoods, softwoods and veneers ○ Demonstrate suitability of different types of wood and board products ○ Explain common defects in timber ○ Identify and recognise faults in timber ○ Explain suitable methods to preserve timber <p>Exit Level Outcome 6 ⇒ Read and interpret basic engineering drawings</p> <p>Exit Level Outcome 7 ⇒ Prepare cutting lists, set-out and mark off for making the following joints;</p> <ul style="list-style-type: none"> ○ Feather, Housing, Mortise and Tenon and Dovetail <p>Exit Level Outcome 9 ⇒ Produce sawn timber and board product components and product</p> <p>Exit Level Outcome 10 ⇒ Produce planed timber product components and products</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model

	<p>Exit Level Outcome 11 ⇒ Produce machine sanded timber and board product components and products</p> <p>Exit Level Outcome 8 ⇒ Produce basic hand crafted furniture</p>	
<p>Week 10</p>	<ul style="list-style-type: none"> ○ Pen and paper test (Test may be given in any week as per school assessment plan) ○ Reflect and review 	
<p>Assessment</p> <p>Formal Assessment Task 2: (FAT 2)</p> <p>Activity 1 Demonstration: (In weeks 1 - 5) Learners demonstrate skills as per elective (15 marks) Assess using a rubric</p> <p>Activity 2 Model: (In weeks 6 - 9) Learners make a model using two or more basic joints / construction methods (60 Marks) Assess using a rubric</p> <p>Activity 3 Pen and Paper Test: (25 marks) Assess using a memorandum. ⇒ Learners respond to questions covering aspects related to the Exit Level Outcomes</p>		

YEAR 3- ANNUAL TEACHING PLAN

TERM 3

WK	CONTENT	ACTIVITY
<p>Weeks 1 to 5 / (OR weeks 5 to 9)</p>	<p>“Learners must be taught how to..... ”</p> <p>Select any two of the six electives: Exit Level Outcomes: 12, 13, 14, 15, 16, 17</p> <p>Note:</p> <ul style="list-style-type: none"> ○ The teacher will manage the electives to be addressed ○ Five weeks of Terms 2 and 3 are allocated to the electives ○ Address second elective in Term 3 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Week 6 to 9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 ⇒ Comply with good housekeeping practices</p> <p>Exit Level Outcome 2 ⇒ Apply health and safety to a work area</p> <p>Exit Level Outcome 3 ⇒ Work with measurement in a variety of contexts</p> <p>Exit Level Outcome 4 ⇒ Access and use information from texts</p> <p>Exit Level Outcome 5 ⇒ Maintain and adapt oral communication</p> <p>Exit Level Outcome 6 ⇒ Read and interpret basic engineering drawings</p> <p>Exit Level Outcome 7 ⇒ Prepare cutting lists, set-out and mark off for machining purpose</p> <p>Exit Level Outcome 9 ⇒ Produce sawn timber and board product components and product</p> <p>Exit Level Outcome 10 ⇒ Produce planed timber product components and products</p> <p>Exit Level Outcome 11 ⇒ Produce machine sanded timber and board product components and products</p> <p>Exit Level Outcome 8 ⇒ Produce basic hand crafted furniture</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model

Week 10	<ul style="list-style-type: none"> ○ Pen and paper test (Test may be given in any week as per school assessment plan) ○ Reflect and review 	
<p>Assessment</p> <p>Formal Assessment Task 2: (FAT 2)</p> <p>Activity 1 Demonstration: (In weeks 1-5) Learners demonstrate skills as per elective (25 marks) Assess using a rubric</p> <p>Activity 2 Model: (In weeks 6- 9) Learners make a model using two or more basic joints / construction methods (50 Marks) Assess using a rubric</p> <p>Activity 3 Pen and Paper Test: (25 marks) Assess using a memorandum. ⇒ Learners respond to questions covering aspects related to the Exit Level Outcomes</p>		

YEAR 3- ANNUAL TEACHING PLAN

TERM 4

WK	CONTENT	ACTIVITY
<p>Week 1-7</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 ⇒ Comply with good housekeeping practices</p> <p>Exit Level Outcome 2 ⇒ Apply health and safety to a work area</p> <p>Exit Level Outcome 3 ⇒ Work with measurement in a variety of contexts</p> <p>Exit Level Outcome 4 ⇒ Access and use information from texts</p> <p>Exit Level Outcome 5 ⇒ Maintain and adapt oral communication</p> <p>Exit Level Outcome 6 ⇒ Read and interpret basic engineering drawings</p> <p>Exit Level Outcome 7 ⇒ Prepare cutting lists, set-out and mark off for machining purpose</p> <p>Exit Level Outcome 9 ⇒ Produce sawn timber and board product components and product</p> <p>Exit Level Outcome 10 ⇒ Produce planed timber product components and products</p> <p>Exit Level Outcome 11 ⇒ Produce machine sanded timber and board product components and products</p> <p>Exit Level Outcome 8 Produce basic hand crafted furniture</p> <p>⇒ Explain, describe and or demonstrate:</p> <ul style="list-style-type: none"> • Equipment and tools: hand and powered hand tools • Materials: softwood; hardwood; plywood; composite board products; components; mouldings; fittings • Material quality: grades; inherent and seasoning defects • Specifications: drawings; cutting lists; routing sheets; oral and written instructions, dimensions and position • • Workstation preparation: cleaning; layout; space for equipment; materials; environmental conditions • Surface preparation: free of any foreign objects; planing; sanding; cleaning • Measuring and marking out: from project layout; from drawing • Adhesive preparation: mixing and stirring 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model

- Personal protection: eye protection; hand protection; overalls / dust coats; respiratory protection; barrier cream; cleansing cream; after cream
- Component size obtained by: hand sawing; hand planing
- Shape and mould: jigsaw; edge moulding; scraping; abrasives; cutting; laminating
- Joints: butt; lap; mitre; tongue and groove; loose tongue (feather); housing; dowel; mortise and tenon; dove tail;
- Faults: inaccurate fit; inaccurate alignment; inaccurate shape; incorrect orientation of grain
- Assembly methods: dry assembly; cramping; screw and nail
- Assembly: sub-assembly; carcass; frame; drawers; mouldings
- Pressure applied: manually; mechanically
- Cramps: sash cramps; G cramps; edging / lipping cramps
- Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up
- Unplanned interruptions: breakdowns; power failure; material shortfalls; identification of product fault
- Product quality checks: output against specifications; protection and storage of output; customer requirements
- Relevant action : reporting; recording; rectifying
- Production requirements: production rate; quality; materials; waste control; efficiency control
- Documentation: location and quality control

○ **Specific Outcome 1**

Select and prepare equipment and tools.

○ **Assessment Criteria**

1. Obtain and confirm that the instruction is understood
2. Identify and select equipment and tools and confirmed to be in satisfactory condition for safe and effective use
3. Record relevant information accurately onto appropriate document
4. Set equipment and tools according to job specification
5. Lay-out equipment and tools according to job requirements
6. Handle equipment and tools correctly and safely
7. Perform the process safely according to health and safety requirements
8. Prepare the work area for safe and effective production within the allocated time

○ **Specific Outcome 2**

Select and prepare materials and surfaces.

○ **Assessment Criteria**

1. Select materials of the required quality and quantity
2. Select materials according to the cutting list, routing sheets or other relevant sources of information
3. Mark the face side of material according to required use and desired visual effect
4. Measure and mark out material according to specification, ensuring minimum waste

5. Use equipment and tools safely and effectively according to correct usage, marking out and materials used
6. Prepare materials to finish requirements
7. Handle materials, equipment and tools according to health and safety
8. Perform material preparation within the allocated time

○ **Specific Outcome 3**

Select and prepare adhesives.

○ **Assessment Criteria**

1. Use appropriate personal protective equipment correctly
2. Select adhesives correctly and according to specification
3. Prepare adhesives correctly according to manufactures instructions
4. Perform the process according to health and safety requirements, within the allocated time

○ **Specific Outcome 4**

Cut, shape and mould components to size.

○ **Assessment Criteria**

1. Bring materials to component size and shape according to specification
2. Sand and clean material within the cutting, shaping and moulding tolerances and process instructions
3. Handle materials, components, equipment and tools according to health and safety requirements and in a manner that does not cause damage or injury
4. Dispose of waste safely and according to requirements
5. Maintained clean, tidy and safe workstation, and return the tools and equipment to correct location after use
6. Perform the process safely and within the allocated time

○ **Specific Outcome 5**

Cut components for joints.

○ **Assessment Criteria**

1. Cut joints accurately according to specification
2. Dry assembled joints to check correctness of fit according to specification
3. Identify and rectify faults in joints, and non-rectifiable faults are rejected and replaced according to work practices
4. Use equipment and tools safely and correctly according to their designated usage
5. Sand and clean components as required within the jointing process
6. Handle components, tools and equipment correctly and safely
7. Maintain the work area; clean, tidy and safe, and return tools and equipment to correct location after use
8. Perform process safely and within the time allocated

○ **Specific Outcome 6**

Assemble furniture.

○ **Assessment Criteria**

1. Dry assemble joints to form complete assembly
2. Marry all joints correctly
3. Secure and assemble joints according to specification

	<ol style="list-style-type: none"> 4. Apply appropriate pressure for the furniture being assembled 5. Free joints of excess adhesive or any foreign objects 6. Square and true furniture items 7. Perform the process safely within the allocated time 8. Keep the workstation clean, tidy and safe, and tools are returned to their correct location after use <ul style="list-style-type: none"> ○ Specific Outcome 7 Finish off product according to standard. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Maintain quality in accordance with specification requirements 2. Comply quality of manufactured output with product specification 3. Identify deviations within allowable tolerances and take relevant action 4. Report deviations outside allowable tolerances promptly to the relevant person 5. Carry out quality checks at specific intervals and maintain production requirements 	
Week 8-10	○ Pen and paper Assessment- End of year Exam	

<p>Assessment</p> <p>Formal Assessment Task 4: (FAT 4)</p> <p>Activity 1 Model: (In weeks 1 - 7) Learners make a model using two or more basic joints / construction methods (75 Marks) Assess using a rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum. ⇒ Learners respond to questions covering aspects related to the Exit Level Outcomes</p>

YEAR 3- ANNUAL TEACHING PLAN

ELECTIVES

Learners must elect any two of the electives listed below as part of the qualification

The electives are offered across a minimum of a five week period in terms 2 and 3 and Exit Level Outcome 8 is used to complete the 10 weeks of teaching time allocated per term.

ELO 12 Read, interpret and produce basic engineering drawings

ELO 13 Prepare products for hand staining

ELO 14 Identify and carry out repairs to finishing damage on products

ELO 15 Prepare, manufacture and erect roof trusses

ELO 16 Erect ceilings and timber frame partitions

ELO 17 Install carpentry finishing components

NOTE:

Exit Level Outcomes 12 and 13 may be integrated into the teaching and learning of the curriculum across all terms in the years 3 and 4.

**YEAR 3
ELECTIVE 1**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Week 1	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 12 Read, interpret and produce basic engineering drawings</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Discuss and explain basic engineering drawing concepts and material lists ○ Assessment Criteria Results achieved <ol style="list-style-type: none"> 1. Identify and interpret component as per job requirements 2. Produce engineering drawings that comply with job requirements 3. Explain engineering drawing concepts and material lists <p>Indicators 1. Engineering drawings are correctly interpreted, taking into account line structures, dimensions and projections 2. Interpretation done in a methodical manner 3. Drawings are produced to SABS drawing standards</p> <p>Understanding confirmed 1. Respond to 'what if' and 'why' questions covering: <ul style="list-style-type: none"> • Measurement and dimensions • Use of measurement scales • Concepts of basic geometry and unit of measurement • Line types • To scale drawings • Projections • Dimensioning • Line types • To scale drawings • Projections • Dimensioning </p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Week 2	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 12 Read, interpret and produce basic engineering drawings</p> <ul style="list-style-type: none"> ○ Specific Outcome 2 Interpret basic engineering drawings ○ Assessment Criteria Results achieved <ol style="list-style-type: none"> 1. Identify and interpret components as per job requirements 2. Produce engineering drawings that comply with job requirements 3. Explain engineering drawing concepts and material lists 	

	<p>Indicators</p> <ol style="list-style-type: none"> 1. Engineering drawings are correctly interpreted, taking into account line structures, dimensions and projections 2. Interpretation done in a methodical manner 3. Drawings are produced to SABS drawing standards <p>Understanding confirmed</p> <ol style="list-style-type: none"> 1. Respond to 'what if' and 'why' questions covering: <ul style="list-style-type: none"> • Measurement and dimensions • Use of measurement scales • Concepts of basic geometry and unit of measurement • Line types • To scale drawings • Projections • Dimensioning 	
<p>Weeks 3 to 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 12 Read, interpret and produce basic engineering drawings</p> <ul style="list-style-type: none"> ○ Specific Outcome 3 Produce drawing ○ Assessment Criteria Results achieved <ol style="list-style-type: none"> 1. Identify and interpret components as per job requirements 2. Produce engineering drawings that comply with job requirements 3. Explain engineering drawing concepts and material lists <p>Indicators</p> <ol style="list-style-type: none"> 1. Engineering drawings are correctly interpreted, taking into account line structures, dimensions and projections 2. Interpretation done in a methodical manner 3. Drawings are produced to SABS drawing standards <p>Understanding confirmed</p> <ol style="list-style-type: none"> 1. Respond to 'what if' and 'why' questions covering: <ul style="list-style-type: none"> • Measurement and dimensions • Use of measurement scales • Concepts of basic geometry and unit of measurement • Line types • To scale drawings • Projections • Dimensioning 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Assessment Refer to term plan</p>		

**YEAR 3
ELECTIVE 2**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Weeks 1 to 2	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 13 Prepare products for hand staining</p> <p>Outcome Range The following elements include but are not limited to:</p> <ul style="list-style-type: none"> • Materials: traditional stain; modern stain; grain filler; sealer and primer, brushes; cloths; rags; sponge; masking tape • Specification; written; oral; colour chart; colour sample • Queries; inaccuracies; errors; unclear information • Adjustments; to colour; consistency • Application: brush; rag; sponge • Work piece: components; sub-assemblies; assemblies • Surfaces: solid timber; veneers; composite board; flat panel; curves; profiles • Traditional stains: oil; water; spirit • Modern stains: mixed solvent; water; pigmented • Application faults: poor wetting; drips; runs; marks in wood; blotching; uneven colour; grease marks; streaks; finger marks • Grain fillers: oil based; solvent based • Faults: over-thinned grain filler; incorrectly mixed grain filler; non removal of excess grain filler • Sealers: traditional shellac sealer; traditional shellac polishes • Primers: traditional; oil based • Application: by brush; by pad • Surface changes: nibs; depth of colour; holes; scratches; chips; dents; cracks; adhesive; blisters; blemishes • Materials: filling wax; stopping; abrasives • Tools: filler knife; trimmer knife; tak rag <p>○ Specific Outcome 1 Prepare materials for hand staining.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Check specification and organise work accordingly. 2. Clean workstation and keep free of debris and dust. 3. Select appropriate materials according to specification. 4. Prepare selected materials correctly and tested to meet specification requirements. 5. Deal promptly with spillages and splashes. 6. Label and store unused materials safely. 7. Perform the process safely and within the time allocated. <p>○ Specific Outcome 2 Apply stains</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Clean surfaces and finished to accept stains. 2. Mask surfaces not to be stained. 3. Match stain colour sample to specification. 4. Apply stain according to specification and finish required. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<ol style="list-style-type: none"> 5. Deal with spillages and splashes promptly. 6. Identify, rectify and report application faults accurately to the relevant person. 7. Label unused stains and returned to storage. 9. Perform the process safely and within the time allocated. 	
Weeks 2 to 4	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 13 Prepare products for hand staining</p> <ul style="list-style-type: none"> ○ Specific Outcome 3 Apply grain fillers. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Identify surfaces to be grain filled according to specification requirements. 2. Clean surfaces free of dust and foreign objects. 3. Select grain filler that conforms to specification. 4. Apply grain filler correctly according to specification and finish requirement. 5. Filled surface is flat, clean and de-nibbed as required, ready for next stage. 7. Return unused grain fillers to storage 8. Record relevant information onto appropriate document. 9. Perform the process safely and within the time allocated. ○ Specific Outcome 4 Apply sealers and primers. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Select sealers and primers that meet specification requirements. 2. Apply sealers and primers according to specification and finish requirements. 4. Return unused sealers and primers are to storage.. 6. Perform the process safely and within the time allocated. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Week 5	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 13 Prepare products for hand staining</p> <ul style="list-style-type: none"> ○ Specific Outcome 5 Confirm surfaces for polishing. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Select abrasive materials that are suitable for dealing with required surface changes. 2. De-nibb surfaces suitable for finishing. 3. Store work piece and materials safely and without damage. 4. Complete the process in the time allocated. 	
<p>Assessment Refer to term plan</p>		

**YEAR 3
ELECTIVE 3**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Week 1	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 14 Identify and carry out repairs to finishing damage on products</p> <p>Outcome Range</p> <ul style="list-style-type: none"> • The following elements include, but are not limited to: Repair requirement : major; minor; single; multiple; re-staining; tinting-colouring; smoothing; re-apply base and finishing coat • Organisational requirements : repair costs; wastage; re-cycling; re-use of materials • Materials: All finishing materials; touch up pencils; fillers; pigments etc. • Equipment: tools; abrasives; brushes required • Damage information for quality control : type; frequency; production causes; errors; handling causes; extent • Furniture preparation: disassemble; reassemble. <p>○ Specific Outcome 1 Identify nature of damage.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Examine furniture items and identify type, extent and potential cause of damage 4. Report potential cause of damage to appropriate authority for action. <p>○ Specific Outcome 2 Determine repair requirement.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 2. Identify materials and equipment needed to carry out repair and confirm available 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Weeks 2 to 5	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 14 Identify and carry out repairs to finishing damage on products</p> <p>○ Specific Outcome 3 Carry out repairs and touch ups.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Prepare materials, equipment and tools required to carry out repair 2. Prepare furniture item as required to effect repair 3. Carry out repair safely and correctly 4. Confirm furniture item to comply with required quality requirement as a result of repair or touch up 5. Record repair information onto appropriate document 	

	<ol style="list-style-type: none">6. Use materials, equipment and tools correctly and safely according to their identified use7. Carry out repairs and touch up safely and within the time allocated	
Assessment Refer to term plan		

**YEAR 3
ELECTIVE 4**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Week 1	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 15 Prepare, manufacture and erect roof trusses</p> <p>Outcome Range</p> <ul style="list-style-type: none"> • Learners will perform the basic tasks under supervision. • Materials include but are not limited to: Timber and fixing components. • Trusses include but are not limited to: Howe trusses, gable roof trusses, hip trusses, valley rafters, valley jacks and nail plate roof trusses. • Materials include but are not limited to: Trusses, rafters, brackets, cleats, barge and fascia boards and soffit. • Connection materials include but are not limited to: Nails, bolts, washers and nuts. <ul style="list-style-type: none"> ○ Specific Outcome 1 Identify and use roofing tools, materials and protective equipment. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Identify types of roofing tools and describe their properties and application. 2. Use and maintain roofing tools in accordance with Health and Safety and housekeeping procedures. 3. List types of protective equipment and explain their purpose. 4. List types of roofing materials and describe their properties and application. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Weeks 2 and 4	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 15 Prepare, manufacture and erect roof trusses</p> <ul style="list-style-type: none"> ○ Specific Outcome 2 Prepare timber and manufacture rafters and trusses from instructions or templates. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Select timber according to provided instruction. 2. Cut, drill and machine timber according to provided instruction or from a template. 3. Assemble trusses and rafter components according to instructions. ○ Specific Outcome 3 Store trusses, materials, equipment and tools before installation. 	

	<ul style="list-style-type: none"> ○ Assessment Criteria 1. Explain storage requirements for trusses, materials, equipment and tools. 2. Store trusses as per site requirements and instruction. 3. Store materials, equipment and tools correctly based on properties, application, and supplier specification and site requirements. 	
Weeks 4 and 5	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 15 Prepare, manufacture and erect roof trusses</p> <ul style="list-style-type: none"> ○ Specific Outcome 4 Erect and brace trusses. ○ Assessment Criteria 1. Position and install girders accurately for bearing. 2. Erect and braces trusses accurately. 3. Tie down trusses with roof tiles. 	
<p>Assessment Refer to term plan</p>		

**YEAR 3
ELECTIVE 5**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Week 1	<p>Learners must be taught how to: Exit Level Outcome 16 Erect ceilings and timber frame partitions</p> <p>Outcome Range Learners will perform the tasks listed in this unit standard under supervision.</p> <ul style="list-style-type: none"> • Timber ceiling includes but is not limited to: V-jointed tongue and groove timber ceilings. • Partition frames includes: Timber and metal components. • Partition cladding includes but is not limited to: Dry walls and glazed wall panels. • Cladding materials include: Pressed fibreboards, composite Gypsum boards, pressed timber wood and soft boards. • Range of ceilings include but are not limited to: Brandered, suspended, jointed and timber ceilings. • Suspended ceilings include but are not limited to: Open, exposed and concealed tees and bulkheads • Insulation includes but is not limited to: Fibre glass wool, polyester fibre, cellulose fibres and composite materials. <p>○ Specific Outcome 1 Identify and use tools, materials and protective equipment used for ceilings and partitioning.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify types of tools used for ceilings and partitioning and describe their properties and application. 2. Use and maintain tools used for ceilings and partitioning in accordance with Health and Safety and housekeeping procedures. 3. List types of protective equipment and explain their purpose. 4. List types of materials used for ceilings and partitioning and describe their properties and application. <p>○ Specific Outcome 2 Prepare the work area.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Select appropriate tools, equipment and materials. 2. Use access equipment. 3. Adhere to housekeeping procedures preparation of work area 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Weeks 2 and 3	<p>Learners must be taught how to: Exit Level Outcome 16 Erect ceilings and timber frame partitions</p> <p>○ Specific Outcome 3 Erect ceilings.</p>	

	<ul style="list-style-type: none"> ○ Assessment Criteria 1. Fit ceiling joists according to instruction. 2. Install a range of ceilings according to instruction. 3. Fix boards and join strips securely according to instruction. 4. Mitre cornices according to instruction. 5. Clean work area after erecting has taken place 6. Adhere to health and safety and housekeeping requirements. 	
<p>Weeks 4 and 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 16 Erect ceilings and timber frame partitions</p> <ul style="list-style-type: none"> ○ Specific Outcome 4 Erect, clad and insulate timber frame partitions. <ul style="list-style-type: none"> ○ Assessment Criteria 1. Erect partitions accurately according to instruction. 2. Install cladding and finished according to manufactures specifications. 3. Install insulation correctly. 4. Clean work area after installation. 5. Adhere to health and safety and housekeeping requirements. 	
<p>Assessment Refer to term plan</p>		

**YEAR 3
ELECTIVE 6**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Weeks 1 and 2	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 17 Install carpentry finishing components</p> <p>Outcome Range Learners will perform the basic tasks listed in this unit standard under supervision.</p> <p>Finishing components include but are not limited to: Wall panelling material, picture rails, architraves, skirting, domestic windows, doors, frames, ironmongery, timber floors, timber staircases, cupboards, shelving, kitchen units, towel rails, medicine cabinets, timber sills, pelmets, curtain tracks, metal and timber garage doors.</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Identify and use tools, materials and protective equipment used for the installation of finishing components. ○ Assessment Criteria <ol style="list-style-type: none"> 2. Use tools for the installation of finishing components and maintained in accordance with Health and Safety and housekeeping procedures. ○ Specific Outcome 2 Prepare the work area. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Select appropriate tools, equipment and materials. 2. Use access equipment. 3. Adhere to housekeeping procedures in preparation of work area. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Weeks 2 to 5	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 17 Install carpentry finishing components</p> <ul style="list-style-type: none"> ○ Specific Outcome 3 Install finishing components. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Identify types of finished components. 2. Explain types of adhesives and fasteners and their application. 3. Install finishing components according to instruction. 4. Align and level installed components. 5. Clean work area after installation. 6. Adhere to health and safety and housekeeping requirements. 	

	<ul style="list-style-type: none"> ○ Specific Outcome 4 Prepare components for finishing applications and apply surface touch ups. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Prepare components for finishing applications. 2. Apply surface touch ups in accordance with instruction 3. Adhere to health and safety and housekeeping requirements 	
<p>Assessment Refer to term plan</p>		

YEAR 4- ANNUAL TEACHING PLAN

TERM 1

WK	CONTENT	ACTIVITY
<p>Week 1</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 Comply with good housekeeping practices</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 ⇒ Carry out good housekeeping routines ○ Specific Outcome 2 Prepare workstation for safe and effective production ○ Assessment Criteria <ol style="list-style-type: none"> 1. Clean workstations and keep free of hazards. 2. Check that equipment and tools for work to be carried out are operational and in condition for safe and effective work. 3. Set equipment and tools to required specification according to work requirements 4. Lay out equipment and tools in sequence according to work requirements ○ Specific Outcome 3 ⇒ Comply with relevant housekeeping policies and procedures. ○ Specific Outcome 4 Maintain effective working conditions. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Carry out relevant safety routines according to requirements. 2. Conform to the health and safety requirement to the environmental conditions of the workstation 3. Identify and isolate faulty equipment and tools, replace and report to the relevant person. 4. Handle equipment and tools safely without damage or injury 5. Keep the workstation clean, tidy and safe. 6. Return equipment and tools safely to correct storage after use. 7. Explain the responsibilities of employees as they apply to housekeeping and the workplace and fellow workers. <p>Exit Level Outcome 2 Apply health and safety to a work area</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Identify potential hazards in the work area. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Identify potential hazards correctly and remove, reduce or report. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<ol style="list-style-type: none"> 2. Know implications of exposure to hazardous substances and hazards. 3. Draw up a health and safety plan. 4. Identify protective clothing requirements and use protective clothing 5. Meet all safety requirements <ul style="list-style-type: none"> ○ Specific Outcome 2 ⇒ Limit damage to persons or property in the case of an emergency. ○ Specific Outcome 3 Follow procedures that apply to illness or injury in the work area. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Demonstrate procedures for reporting and recording 2. Follow procedures if an injury may lead to a claim against workman's compensation. 3. Write a brief incident report and deliver to the relevant authority. <p>Exit Level Outcome 3 Work with measurement in a variety of contexts</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Apply relationships between common quantities in various contexts. <u>Range:</u> Mass and weight, distance, volume and density, volume and surface area, area and perimeter, distance and time, volume and capacity. ○ Specific Outcome 2 Use measuring instruments to measure and calculate quantities in various contexts Range: Quantities include all of: length, distance, mass, time, temperature, perimeter, area, weight, surface area. Measuring instruments include all of: rulers, tape measures, scale, clocks and protractors. ○ Specific Outcome 3 Solve measurement problems in various contexts. <u>Range :</u> Practical and non-practical processes, ○ Assessment Criteria <ol style="list-style-type: none"> 1. Solutions are correct within margins of error allowed within the context. 2. Use units correctly. <p>Exit Level Outcome 4 Access and use information from texts</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 ⇒ Identify the main ideas in different text types. <p>Exit Level Outcome 5 Maintain and adapt oral communication</p>	
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	<ul style="list-style-type: none"> ○ Specific Outcome 1 Use a variety of speaking and listening strategies to maintain communication. ○ Assessment Criteria 1. Use appropriate questions to obtain information and clarify meaning to the context, and used to maintain interaction <p>RANGE</p> <ol style="list-style-type: none"> 1. Questions must include: who, what, when, where, why and how questions 2. Sustain interaction through exchanges with others to clarify understanding, information, ideas and opinions. 3. Sustain interaction to reflect an ability to discuss a series of events. 4. Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered. <ul style="list-style-type: none"> ○ Specific Outcome 2 Adapt speech to accommodate socio-cultural sensitivities without losing own meaning ○ Assessment Criteria 1. Explain and use the effects of combining the spoken word with visual features and body language with reference to appropriate purpose and audience to: <ul style="list-style-type: none"> ⇒ Explain the growth and structure of a tree ⇒ Explain and illustrate the range of timber and board products available ⇒ Explain the importance of grain direction in timber 	
<p>Week 2</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 6 Read and interpret basic engineering drawings</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Demonstrate an understanding of basic engineering drawings, sketches and material lists. <p>Explain basic concepts of line structures</p> <ul style="list-style-type: none"> ○ Assessment Criteria 1. Select work pieces that corresponds to engineering drawing <p>Indicators: 1. Engineering drawings correctly interpreted, taking into account line structures and dimensions. 2. Interpretation done in a methodical manner.</p> <p>Understanding confirmed: 1. Discuss and explain <ul style="list-style-type: none"> ● Measurement and dimensions ● Use of measurement scales ● Concepts of basic geometry and units of measurement ● Line structures </p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

- Dimensioning
 - 2. Explain purpose of engineering drawings, sketches and material lists.
- **Specific Outcome 2**
Interpret basic engineering drawings and sketches.
- ⇒ Interpret measurements and dimensions
- **Assessment Criteria**
 - 1. Corresponds selected work piece to engineering drawing.
- Indicators:
1. Engineering drawings correctly interpreted, taking into account line structures and dimensions.
 2. Interpretation done in a methodical manner.
- Understanding confirmed:
1. Discuss and explain
 - Measurement and dimensions
 - Use of measurement scales
 - Concepts of basic geometry and units of measurement
 - Line structures and Dimensioning
 2. Explain the purpose of engineering drawings, sketches and material lists.
- **Specific Outcome 3**
Select components from engineering drawings
- **Assessment Criteria**
 - 1. Corresponds selected work piece to engineering drawing.
- Indicators:
1. Engineering drawings correctly interpreted, taking into account line structures and dimensions.
 2. Interpretation done in a methodical manner.
- Understanding confirmed:
1. Discuss and explain
 - Measurement and dimensions
 - Use of measurement scales
 - Concepts of basic geometry and units of measurement
 - Line structures
 - Dimensioning
 2. Explain purpose of engineering drawings, sketches and material lists.
- Exit Level Outcome 7**
Prepare cutting lists, set-out and mark off for machining purpose
- **Specific Outcome 1**
Prepare cutting lists and basic sketches from working drawings.
- **Assessment Criteria**
 - 1. Prepare cutting lists accurately from working drawings.
 - 2. Identify correct materials and a list is compiled from working drawings

	<p>3. Set out sketches correctly and illustrated for machining of wooden components in accordance with specified dimensions</p> <p>4. Employ cost-effective working methods and minimise material wastage</p> <p>○ Specific Outcome 2 Implement basic first aid.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Put in place and adhere to correct preventative measures 2. Identify hazards and corrective action is taken to prevent accidents. 3. Define clear lines of communication in case of an emergency 4. neat, clean and safe work areas in accordance with organisational policies and procedures <p>○ Specific Outcome 3 Protect work during manufacturing stages.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Assemble all wooden components correctly and stored according to manufacturer's specifications. 2. Protect products from damage to specified instructions. 3. Employ working methods and material damage is minimised for cost effectiveness 4. Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures <p>⇒ Make joints; Tongue and groove, Feather, Housing, Mortise and tenon and dovetail using different types of material such as solid timber, block board and laminated timber.</p>	
<p>Week 3</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 9 Produce sawn timber and board product components and product</p> <p>Outcome Range The following elements may include but are not limited to:</p> <ul style="list-style-type: none"> • Production information: drawings; cutting lists; routing sheets; verbal and written instructions • Materials: hardwood; softwood; composite board; components • Equipment: safety; sawing machines; tooling; dust extraction; templates and jigs • Dimension control aids: jigs; templates; tape measure; veneer callipers; square • Work practices: preparation of workstation; operation of sawing machinery; operation maintenance • Quality of materials: correct grade; dimensions • Machinery: with circular saw blades; with band saw blades • Remedial action: reporting and rectifying • Feed speeds: hand fed; mechanically fed • Dust extraction system: fixed ducting; portable unit • Off-cuts: re-usable; non-reusable 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

- Hazards: potential and actual
- Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up
- Product quality checks: output against specifications; protection and storage of output; customer requirements
- Relevant action: reporting; recording; rectifying
- Production requirements: production rate; quality; materials; waste control; efficiency control
- Documentation: location and quality control

○ **Specific Outcome 1**

Select and prepare materials for sawing.

○ **Assessment Criteria**

1. Check production information for accuracy and sufficiency and report any incorrect information to the relevant person.
2. Identify and assess all necessary materials and equipment for the job, and report any non-availability to the relevant person.
3. Check the quality and quantity of materials and take remedial action if there is non-conformity.
4. Establish the correct compatibility of materials with the machine to be used and take correct remedial action if there is non-conformity
5. Complete the operations within the allowed time.
6. Minimise the risk of own work practices to injury and damage to machinery and equipment and the health and safety of self and others.

○ **Specific Outcome 2**

Prepare for machining of sawn timber and board product components and products.

○ **Assessment Criteria**

1. Fit jigs, templates and other necessary dimension control aids correctly and fit for the purpose.
2. Fit correct tooling for the job and secured correctly.
3. Carry out correct routine procedures for the sawing machine in accordance with all safety regulations.
4. Place where necessary, assistants in place prior to and during operations
5. Complete the operations within the allowed time.
6. Minimise the risk of own work practise to injury and damage to machinery and equipment and the health and safety of self and others

○ **Specific Outcome 3**

Machine materials to form sawn components or products.

○ **Assessment Criteria**

1. Adhere to all health and safety requirements prior to switching on sawing machine.
2. Start and stop sawing machinery correctly and safely.
3. Cut materials at feed speeds suited to materials and machine.
4. Maintain the use of guards and relevant safety procedures and requirements throughout the operations.
5. Finished sawn products conform to required specification.

	<p>6. Complete the operation within the time allocated.</p> <p>7. Complete necessary documentation accurately.</p> <p>8. Minimise the risk of work practices to injury and damage to machinery, equipment and safety of self and others.</p>	
Week 4	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 10 Produce planed timber product components and products</p> <p>Outcome Range The following elements may include but are not limited to:</p> <ul style="list-style-type: none"> • Production information: drawings; cutting lists; routing sheets; verbal and written instructions • Materials: hardwood; softwood; components • Equipment: safety; planing machines; tooling; dust extraction; templates and jigs • Work practices: preparation of workstation; operation of planing machinery; operation maintenance • Quality of materials: correct grade; dimensions • Remedial action: reporting and rectifying • Feed speeds: hand fed; mechanically fed • Work practices: • Dust extraction system: fixed ducting; portable unit • Off-cuts: re-usable; non-reusable • Hazards: potential and actual • Transportation: pallet; by hand; conveyor system • Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up • Product quality checks: output against specifications; protection and storage of output; customer requirements • Relevant action: reporting; recording; rectifying • Production requirements: production rate; quality; materials; waste control; efficiency control • Documentation: location and quality control <p>○ Specific Outcome 1 Select and prepare materials for machine-planing timber product components and products.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Check production information for accuracy and sufficiency and report any incorrect information to the relevant person 2. Identify and access all necessary materials and equipment for the job and report any non-availability to the relevant person. 3. Check the quality and quantity of materials and take remedial action if there is non-conformity 4. Establish accurately the compatibility of materials with the machine to be used and take correct remedial action if there is non-conformity <p>○ Specific Outcome 2 Prepare and set machines to plane timber product components and products.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Fit jigs, templates and other necessary dimension control aids are correctly and fit for the purpose 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<ol style="list-style-type: none"> 2. Fit correct tooling for the job and secured correctly 3. Carry out correct routine procedures for the planing machine in accordance to all safety regulations 4. Complete the operations within the allowed time 5. Minimise the risk during own work practices to injury and damage to machinery and equipment and the health and safety of self and others <p>○ Specific Outcome 3 Machine materials to form planed timber product components or products.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Adhere to all health and safety requirements prior to switching on planing machine 2. Place where necessary, assistants in place prior to and during operations 3. Start and stop planing machinery correctly and safely 4. Plane materials at feed speeds suited to materials and machine 5. Use guards and relevant safety procedures and requirements throughout the operations 6. The finished planed products conform to required specification 7. Complete the operation within the time allocated 8. Complete necessary documentation accurately 9. Minimise the risk during work practices of injury and damage to machinery, equipment and safety of self and others 	
<p>Week 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 11 Produce machine sanded timber and board product components and products</p> <p>Outcome Range The following elements may include but are not limited to: Production information: drawings; cutting lists; routing sheets; verbal and written instructions</p> <ul style="list-style-type: none"> • Materials: hardwood; softwood; composite board; components • Equipment: safety; sanding machines; tooling; dust extraction; templates and jigs • Machines: with abrasive discs; pads, belts; for profile and flat sanding. • Quality of materials: correct grade; dimensions • Remedial action: reporting and rectifying • Feed speeds: hand fed; mechanically fed • Work practices: operation of sanding machinery; operation maintenance • Dust extraction system: fixed ducting; portable unit • Hazards: potential and actual • Transportation: pallet; by hand; conveyor system • Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up • Production requirements: production rate; quality; materials; waste control; efficiency control • Documentation: location and quality control 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

○ **Specific Outcome 1**

Select and prepare materials for sanding timber product components and products

○ **Assessment Criteria**

1. Check production information for accuracy and sufficiency and report any incorrect information to the relevant person.
2. Identify and access all necessary materials and equipment for the job, and report any non-availability to the relevant person
3. Check the quality and quantity of materials and take remedial action if there is non conformity.
4. Establish the compatibility of materials with the machine to be used accurately and take correct remedial action if there is non-conformity

○ **Specific Outcome 2**

Prepare and set machines to sand timber product components and products.

○ **Assessment Criteria**

1. Fit and use jigs, templates and other necessary dimension control aids
2. Position, sequence and secure abrasive equipment correctly
3. Choose correct abrasive for material to be sanded
4. Carry out correct routine procedures for the planning machine are carried out in accordance to all safety regulations
5. Handle, store and fit abrasive equipment correctly
6. Complete the operations within the allowed time
7. Minimise the risk during own work practices to injury and damage to machinery and equipment and the health and safety of self and others

○ **Specific Outcome 3**

Performing operations to produce sanded components and products

○ **Assessment Criteria**

1. Adhere to all health and safety requirements prior to switching on sanding machine
2. Place where necessary, assistants in place prior to and during operations
3. Start and stop sanding machinery correctly and safely
4. Maintain the use of guards and relevant safety procedures and requirements throughout the operations
5. The finished sanded products conform to required specification
6. Complete the operation within the time allocated
7. Complete the necessary documentation is completed
8. Perform work with minimal risk of injury and damage to machinery, equipment and safety of self and others

<p>Weeks 6-9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 8 Produce basic hand crafted furniture</p> <p>⇒ Explain, describe and or demonstrate:</p> <ul style="list-style-type: none"> • Equipment and tools: hand and powered hand tools • Materials: softwood; hardwood; plywood; composite board products; components; mouldings; fittings • Material quality: grades; inherent and seasoning defects • Specifications: drawings; cutting lists; routing sheets; oral and written instructions, dimensions and position • Workstation preparation: cleaning; layout; space for equipment; materials; environmental conditions • Surface preparation: free of any foreign objects; planing; sanding; cleaning • Measuring and marking out: from project layout; from drawing • Adhesive preparation: mixing and stirring • Personal protection: eye protection; hand protection; overalls / dust coats; respiratory protection; barrier cream; cleansing cream; after cream • Component size obtained by: hand sawing; hand planing • Shape and mould: jigsaw; edge moulding; scraping; abrasives; cutting; laminating • Joints: butt; lap; mitre; tongue and groove; loose tongue (feather); housing; dowel; mortise and tenon; dove tail; • Faults: inaccurate fit; inaccurate alignment; inaccurate shape; incorrect orientation of grain • Assembly methods: dry assembly; cramping; screw and nail • Assembly: sub-assembly; carcass; frame; drawers; mouldings • Pressure applied: manually; mechanically • Cramps: sash cramps; G cramps; edging / lipping cramps • Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up • Unplanned interruptions: breakdowns; power failure; material shortfalls; identification of product fault • Product quality checks: output against specifications; protection and storage of output; customer requirements • Relevant action : reporting; recording; rectifying • Production requirements: production rate; quality; materials; waste control; efficiency control • Documentation: location and quality control <p>○ Specific Outcome 1 Select and prepare equipment and tools.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Obtain and confirm that the instruction is understood 2. Identify and select equipment and tools and confirmed to be in satisfactory condition for safe and effective use 3. Record relevant information accurately onto appropriate document 4. Set equipment and tools according to job specification 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model
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5. Lay-out equipment and tools according to job requirements
6. Handle equipment and tools correctly and safely
7. Perform the process safely according to health and safety requirements
8. Prepare the work area for safe and effective production within the allocated time

○ **Specific Outcome 2**

Select and prepare materials and surfaces.

○ **Assessment Criteria**

1. Select materials of the required quality and quantity
2. Select materials according to the cutting list, routing sheets or other relevant sources of information
3. Mark the face side of material according to required use and desired visual effect
4. Measure and mark out material according to specification, ensuring minimum waste
5. Use equipment and tools safely and effectively according to correct usage, marking out and materials used
6. Prepare materials to finish requirements
7. Handle materials, equipment and tools according to health and safety
8. Perform material preparation within the allocated time

○ **Specific Outcome 3**

Select and prepare adhesives.

○ **Assessment Criteria**

1. Use appropriate personal protective equipment correctly
2. Select adhesives correctly and according to specification
3. Prepare adhesives correctly according to manufactures instructions
4. Perform the process according to health and safety requirements, within the allocated time

○ **Specific Outcome 4**

Cut, shape and mould components to size.

○ **Assessment Criteria**

1. Bring materials to component size and shape according to specification
2. Sand and clean material within the cutting, shaping and moulding tolerances and process instructions
3. Handle materials, components, equipment and tools according to health and safety requirements and in a manner that does not cause damage or injury
4. Dispose of waste safely and according to requirements
5. Maintained clean, tidy and safe workstation, and return the tools and equipment to correct location after use
6. Perform the process safely and within the allocated time

○ **Specific Outcome 5**

Cut components for joints.

○ **Assessment Criteria**

1. Cut joints accurately according to specification

	<ol style="list-style-type: none"> 2. Dry assembled joints to check correctness of fit according to specification 3. Identify and rectify faults in joints, and non-rectifiable faults are rejected and replaced according to work practices 4. Use equipment and tools safely and correctly according to their designated usage 5. Sand and clean components as required within the jointing process 6. Handle components, tools and equipment correctly and safely 7. Maintain the work area; clean, tidy and safe, and return tools and equipment to correct location after use 8. Perform process safely and within the time allocated <ul style="list-style-type: none"> ○ Specific Outcome 6 Assemble furniture. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Dry assemble joints to form complete assembly 2. Marry all joints correctly 3. Secure and assemble joints according to specification 4. Apply appropriate pressure for the furniture being assembled 5. Free joints of excess adhesive or any foreign objects 6. Square and true furniture items 7. Perform the process safely within the allocated time 8. Keep the workstation clean, tidy and safe, and tools are returned to their correct location after use ○ Specific Outcome 7 Finish off product according to standard. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Maintain quality in accordance with specification requirements 2. Comply quality of manufactured output with product specification 3. Identify deviations within allowable tolerances and take relevant action 4. Report deviations outside allowable tolerances promptly to the relevant person 5. Carry out quality checks at specific intervals and maintain production requirements 6. Record information required accurately onto relevant documentation 	
<p>Week 10</p>	<ul style="list-style-type: none"> ○ Pen and paper test (Test may be given in any week as per school assessment plan) ○ Reflect and review 	

Assessment

Formal Assessment Task 1: (FAT 1)

Activity 1 Demonstration: (In week 4)

Learners demonstrate use of a machine for planning, sawing and sanding (25 marks)

Assess using rubrics

Activity 2 Model: (In weeks 6-9)

Learners make a model using two or more basic joints/ construction methods (50 Marks)

Assess using a rubric

Activity 3 Pen and Paper Test: (25 marks)

Assess using a memorandum.

⇒ Learners respond to questions covering aspects related to the Exit Level Outcomes

YEAR 4- ANNUAL TEACHING PLAN

TERM 2

WK	CONTENT	ACTIVITY
<p>Weeks 1 to 5 / (OR weeks 5 to 9)</p>	<p>“Learners must be taught how to..... ”</p> <p>Select any two of the six electives: Exit Level Outcomes: 12, 13, 14, 15, 16, 17</p> <p>Note:</p> <ul style="list-style-type: none"> o The teacher will manage the electives to be addressed o Five weeks of Terms 2 and 3 are allocated to the electives o Address first elective in Term 2 o Address second elective in Term 3 	<ul style="list-style-type: none"> o Oral discussions in pairs and in groups o Access information from reference books or suitable resources o Sort information o Written presentations o Present information visually o Practical demonstration
<p>Weeks 6 to 9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 ⇒ Comply with good housekeeping practices</p> <p>Exit Level Outcome 2 ⇒ Apply health and safety to a work area</p> <p>Exit Level Outcome 3 ⇒ Work with measurement in a variety of contexts</p> <p>Exit Level Outcome 4 ⇒ Access and use information from texts</p> <p>Exit Level Outcome 5 ⇒ Maintain and adapt oral communication to</p> <ul style="list-style-type: none"> o Explain how logs are converted to timber o Explain and illustrate the differences between hardwoods, softwoods and veneers o Demonstrate suitability of different types of wood and board products o Explain common defects in timber o Identify and recognise faults in timber o Explain suitable methods to preserve timber <p>Exit Level Outcome 6 ⇒ Read and interpret basic engineering drawings</p> <p>Exit Level Outcome 7 ⇒ Prepare cutting lists, set-out and mark off for machining purpose</p> <p>Exit Level Outcome 9 ⇒ Produce sawn timber and board product components and product</p> <p>Exit Level Outcome 10 ⇒ Produce planed timber product components and products</p>	<ul style="list-style-type: none"> o Oral discussions in pairs and in groups o Access information from reference books or suitable resources o Sort information o Written presentations o Present information visually o Practical demonstration o Build model

	<p>Exit Level Outcome 11 ⇒ Produce machine sanded timber and board product components and products</p> <p>Exit Level Outcome 8 ⇒ Produce basic hand crafted furniture</p>	
<p>Week 10</p>	<ul style="list-style-type: none"> ○ Pen and paper test (Test may be given in any week as per school assessment plan) ○ Reflect and review 	
<p>Assessment</p> <p>Formal Assessment Task 2: (FAT 2)</p> <p>Activity 1 Model: (In weeks 1 - 9) Learners make a model within the context of the electives (75 Marks) Assess using a rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum. ⇒ Learners respond to questions covering aspects related to the Exit Level Outcomes</p>		

YEAR 4- ANNUAL TEACHING PLAN

TERM 3

WK	CONTENT	ACTIVITY
<p>Weeks 1 to 5 / (OR Weeks 5 to 9)</p>	<p>“Learners must be taught how to..... ”</p> <p>Select any two of the six electives: Exit Level Outcomes: 12, 13, 14, 15, 16, 17</p> <p>Note:</p> <ul style="list-style-type: none"> ○ The teacher will manage the electives to be addressed ○ Five weeks of Terms 2 and 3 are allocated to the electives ○ Address second elective in Term 3 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Week 6 to 9</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 ⇒ Comply with good housekeeping practices</p> <p>Exit Level Outcome 2 ⇒ Apply health and safety to a work area</p> <p>Exit Level Outcome 3 ⇒ Work with measurement in a variety of contexts</p> <p>Exit Level Outcome 4 ⇒ Access and use information from texts</p> <p>Exit Level Outcome 5 ⇒ Maintain and adapt oral communication</p> <p>Exit Level Outcome 6 ⇒ Read and interpret basic engineering drawings</p> <p>Exit Level Outcome 7 ⇒ Prepare cutting lists, set-out and mark off for machining purpose</p> <p>Exit Level Outcome 9 ⇒ Produce sawn timber and board product components and product</p> <p>Exit Level Outcome 10 ⇒ Produce planed timber product components and products</p> <p>Exit Level Outcome 11 ⇒ Produce machine sanded timber and board product components and products</p> <p>Exit Level Outcome 8 ⇒ Produce basic hand crafted furniture</p>	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model

Week 10	<ul style="list-style-type: none"> ○ Pen and paper test (Test may be given in any week as per school assessment plan) ○ Reflect and review 	
<p>Assessment</p> <p>Formal Assessment Task 3: (FAT 3)</p> <p>Activity 1 Demonstration: (In weeks 1 - 5) Learners demonstrate skills as per elective (25 marks) Assess using a rubric</p> <p>Activity 2 Model: (In weeks 6 - 9) Learners make a model using two or more basic joints/ construction methods (50 Marks) Assess using a rubric</p> <p>Activity 3 Pen and Paper Test: (25 marks) Assess using a memorandum. Learners respond to questions covering aspects related to the Exit Level Outcomes</p>		

YEAR 4- ANNUAL TEACHING PLAN

TERM 4

WK	CONTENT	ACTIVITY
<p>Weeks 1-7</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 1 ⇒ Comply with good housekeeping practices</p> <p>Exit Level Outcome 2 ⇒ Apply health and safety to a work area</p> <p>Exit Level Outcome 3 ⇒ Work with measurement in a variety of contexts</p> <p>Exit Level Outcome 4 ⇒ Access and use information from texts</p> <p>Exit Level Outcome 5 ⇒ Maintain and adapt oral communication</p> <p>Exit Level Outcome 6 ⇒ Read and interpret basic engineering drawings</p> <p>Exit Level Outcome 7 ⇒ Prepare cutting lists, set-out and mark off for machining purpose</p> <p>Exit Level Outcome 9 ⇒ Produce sawn timber and board product components and product</p> <p>Exit Level Outcome 10 ⇒ Produce planed timber product components and products</p> <p>Exit Level Outcome 11 ⇒ Produce machine sanded timber and board product components and products</p> <p>Exit Level Outcome 8 Produce basic hand crafted furniture</p> <p>⇒ Explain, describe and or demonstrate:</p> <ul style="list-style-type: none"> • Equipment and tools: hand and powered hand tools • Materials: softwood; hardwood; plywood; composite board products; components; mouldings; fittings • Material quality: grades; inherent and seasoning defects • Specifications: drawings; cutting lists; routing sheets; oral and written instructions, dimensions and position • Workstation preparation: cleaning; layout; space for equipment; materials; environmental conditions • Surface preparation: free of any foreign objects; planing; sanding; cleaning • Measuring and marking out: from project layout; from drawing • Adhesive preparation: mixing and stirring 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstrated ○ Build model

- Personal protection: eye protection; hand protection; overalls / dust coats; respiratory protection; barrier cream; cleansing cream; after cream
- Component size obtained by: hand sawing; hand planing
- Shape and mould: jigsaw; edge moulding; scraping; abrasives; cutting; laminating
- Joints: butt; lap; mitre; tongue and groove; loose tongue (feather); housing; dowel; mortise and tenon; dove tail;
- Faults: inaccurate fit; inaccurate alignment; inaccurate shape; incorrect orientation of grain
- Assembly methods: dry assembly; cramping; screw and nail
- Assembly: sub-assembly; carcass; frame; drawers; mouldings
- Pressure applied: manually; mechanically
- Cramps: sash cramps; G cramps; edging / lipping cramps
- Planned interruptions: tea breaks; lunch breaks; toilet; training; setting up
- Unplanned interruptions: breakdowns; power failure; material shortfalls; identification of product fault
- Product quality checks: output against specifications; protection and storage of output; customer requirements
- Relevant action : reporting; recording; rectifying
- Production requirements: production rate; quality; materials; waste control; efficiency control
- Documentation: location and quality control

○ **Specific Outcome 1**

Select and prepare equipment and tools.

○ **Assessment Criteria**

1. Obtain and confirm that the instruction is understood
2. Identify and select equipment and tools and confirmed to be in satisfactory condition for safe and effective use
3. Record relevant information accurately onto appropriate document
4. Set equipment and tools according to job specification
5. Lay-out equipment and tools according to job requirements
6. Handle equipment and tools correctly and safely
7. Perform the process safely according to health and safety requirements
8. Prepare the work area for safe and effective production within the allocated time

○ **Specific Outcome 2**

Select and prepare materials and surfaces.

○ **Assessment Criteria**

1. Select materials of the required quality and quantity
2. Select materials according to the cutting list, routing sheets or other relevant sources of information
3. Mark the face side of material according to required use and desired visual effect

4. Measure and mark out material according to specification, ensuring minimum waste
5. Use equipment and tools safely and effectively according to correct usage, marking out and materials used
6. Prepare materials to finish requirements
7. Handle materials, equipment and tools according to health and safety
8. Perform material preparation within the allocated time

○ **Specific Outcome 3**

Select and prepare adhesives.

○ **Assessment Criteria**

1. Use appropriate personal protective equipment correctly
2. Select adhesives correctly and according to specification
3. Prepare adhesives correctly according to manufactures instructions
4. Perform the process according to health and safety requirements, within the allocated time

○ **Specific Outcome 4**

Cut, shape and mould components to size.

○ **Assessment Criteria**

1. Bring materials to component size and shape according to specification
2. Sand and clean material within the cutting, shaping and moulding tolerances and process instructions
3. Handle materials, components, equipment and tools according to health and safety requirements and in a manner that does not cause damage or injury
4. Dispose of waste safely and according to requirements
5. Maintained clean, tidy and safe workstation, and return the tools and equipment to correct location after use
6. Perform the process safely and within the allocated time

○ **Specific Outcome 5**

Cut components for joints.

○ **Assessment Criteria**

1. Cut joints accurately according to specification
2. Dry assembled joints to check correctness of fit according to specification
3. Identify and rectify faults in joints, and non-rectifiable faults are rejected and replaced according to work practices
4. Use equipment and tools safely and correctly according to their designated usage
5. Sand and clean components as required within the jointing process
6. Handle components, tools and equipment correctly and safely
7. Maintain the work area; clean, tidy and safe, and return tools and equipment to correct location after use
8. Perform process safely and within the time allocated

	<ul style="list-style-type: none"> ○ Specific Outcome 6 Assemble furniture. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Dry assemble joints to form complete assembly 2. Marry all joints correctly 3. Secure and assemble joints according to specification 4. Apply appropriate pressure for the furniture being assembled 5. Free joints of excess adhesive or any foreign objects 6. Square and true furniture items 7. Perform the process safely within the allocated time 8. Keep the workstation clean, tidy and safe, and tools are returned to their correct location after use ○ Specific Outcome 7 Finish off product according to standard. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Maintain quality in accordance with specification requirements 2. Comply quality of manufactured output with product specification 3. Identify deviations within allowable tolerances and take relevant action 4. Report deviations outside allowable tolerances promptly to the relevant person 5. Carry out quality checks at specific intervals and maintain production requirements 6. Record information required accurately onto relevant documentation 	
Week 8-10	<ul style="list-style-type: none"> ○ Pen and paper Assessment- End of year Exam 	

<p>Assessment</p> <p>Formal Assessment Task 4: (FAT 4)</p> <p>Activity 1 Model: (In weeks 1 - 7) Learners make a model using two or more basic joints/ construction methods (75 Marks) Assess using a rubric</p> <p>Activity 2 Pen and Paper Test: (25 marks) Assess using a memorandum. ⇒ Learners respond to questions covering aspects listed for Exit Level Outcomes</p>		
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YEAR 4- ANNUAL TEACHING PLAN

ELECTIVES

Learners must continue with the two electives from year 3 selected from the list below as part of the qualification

The electives are offered across a minimum of a five week period in terms 2 and 3 and Exit Level Outcome 8 is used to complete the 10 weeks of teaching time allocated per term.

ELO 12 Read, interpret and produce basic engineering drawings

ELO 13 Prepare products for hand staining

ELO 14 Identify and carry out repairs to finishing damage on products

ELO 15 Prepare, manufacture and erect roof trusses

ELO 16 Erect ceilings and timber frame partitions

ELO 17 Install carpentry finishing components

NOTE:

Exit Level Outcomes 12 and 13 may be integrated into the teaching and learning of the curriculum across all terms in the years 3 and 4.

**YEAR 4
ELECTIVE 1**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Week 1	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 12 Read, interpret and produce basic engineering drawings</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Discuss and explain basic engineering drawing concepts and material lists ○ Assessment Criteria Results achieved <ol style="list-style-type: none"> 1. Identify and interpret component as per job requirements 2. Produce engineering drawings that comply with job requirements 3. Explain engineering drawing concepts and material lists <p>Indicators</p> <ol style="list-style-type: none"> 1. Engineering drawings are correctly interpreted, taking into account line structures, dimensions and projections 2. Interpretation done in a methodical manner 3. Drawings are produced to SABS drawing standards <p>Understanding confirmed</p> <ol style="list-style-type: none"> 1. Respond to 'what if' and 'why' questions covering: <ul style="list-style-type: none"> • Measurement and dimensions • Use of measurement scales • Concepts of basic geometry and unit of measurement • Line types • To scale drawings • Projections • Dimensioning • Line types • To scale drawings • Projections • Dimensioning 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Week 2	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 12 Read, interpret and produce basic engineering drawings</p> <ul style="list-style-type: none"> ○ Specific Outcome 2 Interpret basic engineering drawings ○ Assessment Criteria Results achieved <ol style="list-style-type: none"> 1. Identify and interpret components as per job requirements 2. Produce engineering drawings that comply with job requirements 3. Explain engineering drawing concepts and material lists 	

	<p>Indicators</p> <ol style="list-style-type: none"> 1. Engineering drawings are correctly interpreted, taking into account line structures, dimensions and projections 2. Interpretation done in a methodical manner 3. Drawings are produced to SABS drawing standards <p>Understanding confirmed</p> <ol style="list-style-type: none"> 1. Respond to 'what if' and 'why' questions covering: <ul style="list-style-type: none"> • Measurement and dimensions • Use of measurement scales • Concepts of basic geometry and unit of measurement • Line types • To scale drawings • Projections • Dimensioning 	
<p>Weeks 3 to 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 12 Read, interpret and produce basic engineering drawings</p> <ul style="list-style-type: none"> ○ Specific Outcome 3 Produce drawing ○ Assessment Criteria Results achieved <ol style="list-style-type: none"> 1. Identify and interpret components as per job requirements 2. Produce engineering drawings that comply with job requirements 3. Explain engineering drawing concepts and material lists <p>Indicators</p> <ol style="list-style-type: none"> 1. Engineering drawings are correctly interpreted, taking into account line structures, dimensions and projections 2. Interpretation done in a methodical manner 3. Drawings are produced to SABS drawing standards <p>Understanding confirmed</p> <ol style="list-style-type: none"> 1. Respond to 'what if' and 'why' questions covering: <ul style="list-style-type: none"> • Measurement and dimensions • Use of measurement scales • Concepts of basic geometry and unit of measurement • Line types • To scale drawings • Projections • Dimensioning 	
<p>Assessment Refer to term plan</p>		

**YEAR 4
ELECTIVE 2**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Weeks 1 to 2	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 13 Prepare products for hand staining</p> <p>Outcome Range The following elements include but are not limited to:</p> <ul style="list-style-type: none"> • Materials: traditional stain; modern stain; grain filler; sealer and primer, brushes; cloths; rags; sponge; masking tape • Specification; written; oral; colour chart; colour sample • Queries; inaccuracies; errors; unclear information • Adjustments; to colour; consistency • Application: brush; rag; sponge • Work piece: components; sub-assemblies; assemblies • Surfaces: solid timber; veneers; composite board; flat panel; curves; profiles • Traditional stains: oil; water; spirit • Modern stains: mixed solvent; water; pigmented • Application faults: poor wetting; drips; runs; marks in wood; blotching; uneven colour; grease marks; streaks; finger marks • Grain fillers: oil based; solvent based • Faults: over-thinned grain filler; incorrectly mixed grain filler; non removal of excess grain filler • Sealers: traditional shellac sealer; traditional shellac polishes • Primers: traditional; oil based • Application: by brush; by pad • Surface changes: nibs; depth of colour; holes; scratches; chips; dents; cracks; adhesive; blisters; blemishes • Materials: filling wax; stopping; abrasives • Tools: filler knife; trimmer knife; tak rag <p>○ Specific Outcome 1 Prepare materials for hand staining.</p> <p>○ Assessment Criteria</p> <ul style="list-style-type: none"> ○ Check specification and organise work accordingly. ○ Clean workstation and keep free of debris and dust. ○ Select appropriate materials according to specification. ○ Prepare selected materials correctly and tested to meet specification requirements. ○ Deal promptly with spillages and splashes. ○ Label and store unused materials safely. ○ Perform the process safely and within the time allocated. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

	<ul style="list-style-type: none"> ○ Specific Outcome 2 Apply stains ○ Assessment Criteria <ol style="list-style-type: none"> 1. Clean surfaces and finished to accept stains. 2. Mask surfaces not to be stained. 3. Match stain colour sample to specification. 4. Apply stain according to specification and finish required. 5. Deal with spillages and splashes promptly. 6. Identify, rectify and report application faults accurately to the relevant person. 7. Label unused stains and returned to storage. 8. Record relevant information in appropriate document. 9. Perform the process safely and within the time allocated. 	
<p>Weeks 2 to 4</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 13 Prepare products for hand staining</p> <ul style="list-style-type: none"> ○ Specific Outcome 3 Apply grain fillers. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Identify surfaces to be grain filled according to specification requirements. 2. Clean surfaces free of dust and foreign objects. 3. Select grain filler that conforms to specification. 4. Apply grain filler correctly according to specification and finish requirement. 5. Filled surface is flat, clean and de-nibbed as required, ready for next stage. 6. Identify, rectify and report application faults to the relevant person. 7. Return unused grain fillers to storage 8. Record relevant information onto appropriate document. 9. Perform the process safely and within the time allocated. ○ Specific Outcome 4 Apply sealers and primers. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Select sealers and primers that meet specification requirements. 2. Apply sealers and primers according to specification and finish requirements. 3. Identify, rectify or report faults to the relevant person. 4. Return unused sealers and primers are to storage. 5. Record relevant information onto appropriate document. 6. Perform the process safely and within the time allocated. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration

<p>Weeks 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 13 Prepare products for hand staining</p> <ul style="list-style-type: none"> ○ Specific Outcome 5 Confirm surfaces for polishing. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Select abrasive materials that are suitable for dealing with required surface changes. 2. De-nibb surfaces suitable for finishing. 3. Store work piece and materials safely and without damage. 4. Complete the process in the time allocated. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Assessment Refer to term plan</p>		

**YEAR 4
ELECTIVE 3**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Week 1	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 14 Identify and carry out repairs to finishing damage on products</p> <p>Outcome Range</p> <ul style="list-style-type: none"> • The following elements include, but are not limited to: Repair requirement : major; minor; single; multiple; re-staining; tinting-colouring; smoothing; re-apply base and finishing coat • Organisational requirements : repair costs; wastage; re-cycling; re-use of materials • Materials: All finishing materials; touch up pencils; fillers; pigments etc. • Equipment: tools; abrasives; brushes required • Damage information for quality control : type; frequency; production causes; errors; handling causes; extent • Furniture preparation: disassemble; reassemble. <p>○ Specific Outcome 1 Identify nature of damage.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Examine furniture items and identify type, extent and potential cause of damage 2. Note type and extent of damage is accurately assessed 3. Record information regarding damages for purposes of quality control and preventative damage action 4. Report potential cause of damage to appropriate authority for action. <p>○ Specific Outcome 2 Determine repair requirement.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify and evaluate repair or touch up operation options according to organisational requirements 2. Identify materials and equipment needed to carry out repair and confirm available 3. Confirm repair requirement with relevant person as being the optimum cost effective solution 4. Report repair requirement appropriately 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstrated

<p>Weeks 2 to 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 14 Identify and carry out repairs to finishing damage on products</p> <ul style="list-style-type: none"> ○ Specific Outcome 3 Carry out repairs and touch ups. ○ Assessment Criteria ○ Prepare materials, equipment and tools required to carry out repair ○ Prepare furniture item as required to effect repair ○ Carry out repair safely and correctly ○ Confirm furniture item to comply with required quality requirement as a result of repair or touch up ○ Record repair information onto appropriate document ○ Use materials, equipment and tools correctly and safely according to their identified use ○ Carry out repairs and touch up safely and within the time allocated 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
<p>Assessment Refer to term plan</p>		

**YEAR 4
ELECTIVE 4**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Week 1	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 15 Prepare, manufacture and erect roof trusses</p> <p>Outcome Range</p> <ul style="list-style-type: none"> • Learners will perform the basic tasks under supervision. • Materials include but are not limited to: Timber and fixing components. • Trusses include but are not limited to: Howe trusses, gable roof trusses, hip trusses, valley rafters, valley jacks and nail plate roof trusses. • Materials include but are not limited to: Trusses, rafters, brackets, cleats, barge and fascia boards and soffit. • Connection materials include but are not limited to: Nails, bolts, washers and nuts. <p>○ Specific Outcome 1 Identify and use roofing tools, materials and protective equipment.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify types of roofing tools and describe their properties and application. 2. Use and maintain roofing tools in accordance with Health and Safety and housekeeping procedures. 3. List types of protective equipment and explain their purpose. 4. List types of roofing materials and describe their properties and application. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Weeks 2 and 4	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 15 Prepare, manufacture and erect roof trusses</p> <p>○ Specific Outcome 2 Prepare timber and manufacture rafters and trusses from instructions or templates.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Select timber according to provided instruction. 2. Cut, drill and machine timber according to provided instruction or from a template. 3. Assemble trusses and rafter components according to instructions. <p>○ Specific Outcome 3 Store trusses, materials, equipment and tools before installation.</p>	

	<ul style="list-style-type: none"> ○ Assessment Criteria 1. Explain storage requirements for trusses, materials, equipment and tools. 2. Store trusses as per site requirements and instruction. 3. Store materials, equipment and tools correctly based on properties, application, and supplier specification and site requirements. 	
<p>Weeks 4 and 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 15 Prepare, manufacture and erect roof trusses</p> <ul style="list-style-type: none"> ○ Specific Outcome 4 Erect and brace trusses. ○ Assessment Criteria 1. Position and install girders accurately for bearing. 2. Erect and braces trusses accurately. 3. Tie down trusses with roof tiles. 	
<p>Assessment Refer to term plan</p>		

**YEAR 4
ELECTIVE 5**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Week 1	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 16 Erect ceilings and timber frame partitions</p> <p>Outcome Range Learners will perform the tasks listed in this unit standard under supervision.</p> <ul style="list-style-type: none"> • Timber ceiling includes but is not limited to: V-jointed tongue and groove timber ceilings. • Partition frames includes: Timber and metal components. • Partition cladding includes but is not limited to: Dry walls and glazed wall panels. • Cladding materials include: Pressed fibreboards, composite Gypsum boards, pressed timber wood and soft boards. • Range of ceilings include but are not limited to: Brandered, suspended, jointed and timber ceilings. • Suspended ceilings include but are not limited to: Open, exposed and concealed tees and bulkheads. • Insulation includes but is not limited to: Fibre glass wool, polyester fibre, cellulose fibres and composite materials. <p>○ Specific Outcome 1 Identify and use tools, materials and protective equipment used for ceilings and partitioning.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Identify types of tools used for ceilings and partitioning and describe their properties and application. 2. Use and maintain tools used for ceilings and partitioning in accordance with Health and Safety and housekeeping procedures. 3. List types of protective equipment and explain their purpose. 4. List types of materials used for ceilings and partitioning and describe their properties and application. <p>○ Specific Outcome 2 Prepare the work area.</p> <p>○ Assessment Criteria</p> <ol style="list-style-type: none"> 1. Select appropriate tools, equipment and materials. 2. Use access equipment. 3. Adhere to housekeeping procedures preparation of work area 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration
Weeks 2 and 3	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 16 Erect ceilings and timber frame partitions</p>	

	<ul style="list-style-type: none"> ○ Specific Outcome 3 Erect ceilings. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Fit ceiling joists according to instruction. 2. Install a range of ceilings according to instruction. 3. Fix boards and join strips securely according to instruction. 4. Mitre cornices according to instruction. 5. Clean work area after erecting has taken place 6. Adhere to health and safety and housekeeping requirements. 	
<p>Weeks 4 and 5</p>	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 16 Erect ceilings and timber frame partitions</p> <ul style="list-style-type: none"> ○ Specific Outcome 4 Erect, clad and insulate timber frame partitions. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Erect partitions accurately according to instruction. 2. Install cladding and finished according to manufactures specifications. 3. Install insulation correctly. 4. Clean work area after installation. 5. Adhere to health and safety and housekeeping requirements. 	
<p>Assessment Refer to term plan</p>		

**YEAR 4
ELECTIVE 6**

The elective is offered in a minimum of a five week period in terms 2 or 3 and Exit Level Outcome 8 is used to complete the terms time allocation.

WK	CONTENT	ACTIVITY
Weeks 1 and 2	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 17 Install carpentry finishing components</p> <p>Outcome Range Learners will perform the basic tasks listed in this unit standard under supervision.</p> <p>Finishing components include but are not limited to: Wall panelling material, picture rails, architraves, skirting, domestic windows, doors, frames, ironmongery, timber floors, timber staircases, cupboards, shelving, kitchen units, towel rails, medicine cabinets, timber sills, pelmets, curtain tracks, metal and timber garage doors.</p> <ul style="list-style-type: none"> ○ Specific Outcome 1 Identify and use tools, materials and protective equipment used for the installation of finishing components. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Identify types of tools used for the installation of finishing components and describe their properties and application. 2. Use tools for the installation of finishing components and maintained in accordance with Health and Safety and housekeeping procedures. 3. List types of materials used for the installation of finishing components and describe their properties and application. ○ Specific Outcome 2 Prepare the work area. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Select appropriate tools, equipment and materials. 2. Use access equipment. 3. Adhere to housekeeping procedures in preparation of work area. 	<ul style="list-style-type: none"> ○ Oral discussions in pairs and in groups ○ Access information from reference books or suitable resources ○ Sort information ○ Written presentations ○ Present information visually ○ Practical demonstration ○ Build model
Weeks 2 to 5	<p>Learners must be taught how to:</p> <p>Exit Level Outcome 17 Install carpentry finishing components</p> <ul style="list-style-type: none"> ○ Specific Outcome 3 Install finishing components. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Identify types of finished components. 2. Explain types of adhesives and fasteners and their application. 	

	<ol style="list-style-type: none"> 3. Install finishing components according to instruction. 4. Align and level installed components. 5. Clean work area after installation. 6. Adhere to health and safety and housekeeping requirements. <ul style="list-style-type: none"> ○ Specific Outcome 4 Prepare components for finishing applications and apply surface touch ups. ○ Assessment Criteria <ol style="list-style-type: none"> 1. Prepare components for finishing applications. 2. Apply surface touch ups in accordance with instruction 3. Adhere to health and safety and housekeeping requirements 	
<p>Assessment Refer to term plan</p>		