# Project Assessment: Research

**Event 1 of 2**

# Trainer & Assessor Marking Guide

## Criteria

### Unit code, name and release number

MEM11011B - Undertake manual handling (1)

This unit sits in all the qualifications below. This assessment is not to be amended

### Qualification/Course code, name and release number

MEM30305 - Certificate III in Engineering - Fabrication Trade (4)

MEM30205 - Certificate III in Engineering – Mechanical Trade (3)

Amend the qualification box before distributing to the student. The information here should only contain the qualification the student is enrolled in

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This assessment can be found in the: [Learning Bank](https://share.tafensw.edu.au/share/access/searching.do?doc=%3Cxml%2F%3E&in=P7ac4831b-430a-4b8d-8b56-f7b32ed5b9cf&q=&type=standard&sort=rank&dr=AFTER)

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| Assessment details | Instructions |
| --- | --- |
| **Instructions for the trainer and assessor** | This is a project based assessment and will be assessing the student on their knowledge and performance of the unit.  The assessment is open book where students complete research in Part 1 and answer questions relating to a workplace scenario in Part 2.  This assessment is in 2 parts and includes an Assessment Feedback form:   1. Research based 2. Assessment Checklist   Model answers, sample responses or a criteria for each question are provided below.  Use these to support your judgement when determining a satisfactory result.  The student’s project/product must contain the information indicated in this marking guide in order to deem it satisfactory. However, if a student provides information other than indicated below, and in the professional opinion of the assessor it is appropriate and meets the intent of the criteria, it may be considered correct.  The assessment feedback page must be signed by both the student and the assessor so the student displays that they have received, understood and accepted the feedback.  Complete the assessment feedback to the student and ensure you have taken a copy of the assessment prior to it being returned to the student. |
| **About this marking guide** | All tasks and activities must responded to correctly in order to satisfactorily complete this assessment event.  Assessors will need to make a judgement call as to whether each answer/response meets the criteria based upon the:   * Rules of Evidence:   + Validity – does the answer address the assessment question and does the evidence reflect the four dimensions of competency?   + Sufficiency – is the answer sufficient in terms of length and depth?   + Currency – has the work been done so recently as to be current?   + Authenticity – is this work the student’s own authentic work? * Principles of Assessment:   + Fairness – individual student’s needs are considered in the assessment process   + Flexibility – assessment is flexible to the individual student   + Validity – any assessment decision is justified, based on the evidence of performance of the student   + Reliability – evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment * Dimensions of Competency   + Task skills   + Task Management Skills   + Contingency Planning Skills   + Job Role Environment Skills |
| **Student must provide** | Pens |
| **Assessor must provide** | The student must have access to a computer or tablet device with a reliable connection to the internet. The use of mobile phones or handheld devices are not recommended for carrying out the tasks of this assessment.  Assessor may provide this assessment event either in hard copy or electronically. |
| **Due date and time allowed** | The estimated time for a student to complete this assessment is 3 hours, however there is no time limit for students to complete this assessment. Students may complete the assessment outside of the classroom and submit to their teacher for marking. Assessment is due by week 4 |

## Specific task instructions

**Task 1 - Identifying Relevant Standards and Assessing Risk**

* Read the Introduction
* Access the Safe Work Australia website
* Answer the questions for each section
* Duties and Obligations
* Identifying Risks and Hazards
* Assessing Risks
* Controlling Risks

**Task 2 – Workplace Scenario**

* Read the scenario
* Read the Standard Operating Procedure
* Read the Delivery Docket
* Determine the weight of items
* Answer questions related to planning the task for the scenario

## Part 1: Research based

**Introduction**

Manual handling can be defined in many ways. In the workplace, manual handling is considered lifting, lowering, pushing, pulling, carrying, moving, holding or restraining something

Manual handling is more than just carrying or lifting a heavy object, some examples of hazardous manual handling (tasks) are:

* repeat work
* sustaining an awkward posture
* exposure to vibration

Between 2012 and 2015, more than 145,000 workers were injured in NSW workplaces as a result of hazardous manual tasks. Seven died and more than 1300 were permanently disabled (safework.nsw.gov.au. 2019)

There are [specific laws](https://www.legislation.nsw.gov.au/#/view/regulation/2017/404/chap4/part4.2) about managing hazardous manual tasks, as well as a [code of practice](https://www.safework.nsw.gov.au/__data/assets/pdf_file/0020/50078/Hazardous-manual-tasks-COP.pdf). Some laws are general while others relate to designers, manufacturers, suppliers and importers of plant.

Complete the following research tasks, access and interpret the risk management information related to hazardous manual tasks. Answer the questions using information from the websites you are guided to.

|  |
| --- |
| Task 1- Identifying Relevant Standards and Assessing Risk |

### Access Website

#### Table 1.0

|  |
| --- |
| 1. Access the website named: SafeWork Australia at safeworkaustralia.gov.au      1. Select the Model Codes of Practice Tab from the scroll bar located top of screen      1. Search on manual tasks      1. Select the document named – Model Code of Practice: Hazardous Manual Tasks (26 October 2018) |

### Application of Standards and Acts

Read the Forward on Page 4, and complete the following sentence and question:

#### Table 2.0

|  |
| --- |
| (PC1.2, RS1, RK3)This Code of Practice on how to manage… the risks associated with hazardous manual tasks and control the risks of workers being affected by musculoskeletal disorders is an approved code of practice under section 274 of the *Work Health and Safety Act* (the WHS Act). |
| (PC1.2, RS1, RK3) What Act is the code of practice (including the section) approved under?  Work Health and Safety Act (2011) Section 274 |

## Workplace Injuries

Read the Introduction on page 5 and answer the following questions.

#### Table 3.0

|  |
| --- |
| (RK2)What is a musculoskeletal disorder (MSD)?  The term ‘MSD’ refers to an injury to, or a disease of, the musculoskeletal system, whether occurring suddenly or over time. It does not include an injury caused by crushing, entrapment or cutting resulting from the mechanical operation of plant. |
| (RK2) Name five (5) MSD’s  Any five (5) of the following:   * sprains and strains of muscles, ligaments and tendons * back injuries, including damage to the muscles, tendons, ligaments, spinal discs, nerves, joints and bones * joint and bone injuries or degeneration, including injuries to the shoulder, elbow, wrist, hip, knee, ankle, hands and feet * nerve injuries or compression, for example carpal tunnel syndrome * muscular and vascular disorders as a result of hand–arm vibration * soft tissue injuries including hernias, and * chronic pain. |
| (RK2) Name two (2) ways an MSD can occur.   * gradual wear and tear to joints, ligaments, muscles and inter-vertebral discs caused by repeated or continuous use of the same body parts, including static body positions, or * sudden damage caused by strenuous activity, or unexpected movements such as when loads being handled move or change position suddenly.   Injuries can also occur due to a combination of the above mechanisms |

## Duties and Obligations

(RK2) Read Section 1.2 *What is a hazardous manual task*, and complete the five (5) points following the sentence below:

#### Table 4.0

|  |
| --- |
| A hazardous manual task is a task requiring a person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person, animal or thing involving one or more of the following:   * repetitive or sustained force * high or sudden force * repetitive movement * sustained or awkward posture, or * exposure to vibration. |

Read Section 1.3 and complete the following:

#### Table 5.0

|  |
| --- |
| (RS1, RK3) Name 3 persons that have duties in managing the risks of hazardous manual tasks:   * persons conducting a business or undertaking (PCBUs) * designers, manufacturers, importers, suppliers and installers of plant, substances or structures, and * officers. |
| (RS1, RK3) What are the duties of Workers and other persons in relation to hazardous manual tasks?  Workers and other persons at the workplace also have duties under the WHS Act, such as the duty to take reasonable care for their own health and safety at the workplace. |

## Identifying Risks and Hazards

Read Section 1.4 and complete the following points:

#### Table 6.0

|  |
| --- |
| (PC1.1, RS5, RK2) Name the first three (3) steps required for a person conducting a business or undertaking (PCBU) to manage risks to health and safety related to a musculoskeletal disorder associated with a hazardous manual task.  In order to manage risk under the WHS Regulations, a duty holder must:   * identify reasonably foreseeable hazards that could give rise to the risk * eliminate the risk, so far as is reasonably practicable * if it is not reasonably practicable to eliminate the risk – minimise the risk so far as is reasonably practicable by implementing control measures in accordance with the hierarchy of control measures |

Read Section 2 and answer the following:

#### Table 7.0

|  |
| --- |
| The first step in the risk management process is to identify all hazardous manual tasks. This involves finding all relevant things and situations that may contribute to an MSD.  (RK2) Name the four (4) aspects hazards generally arise from:   * work tasks and how they are performed * work design and management * the tools, equipment and objects handled, or * physical work environment. |

Read Section 2.1 and answer the following question.

#### Table 8.0

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| --- |
| (RK2) Who should a PCBU consult with when identifying hazardous manual tasks?  The PCBU workers |

Read Section 2.2 and answer the following.

#### Table 9.0

|  |
| --- |
| (RK2) Name four (4) characteristics of hazardous manual tasks:   * Forces * Movement * Posture * Vibration |

Section 2.2 describes force as; the amount of muscular effort required to perform a movement or task. Forceful muscular exertions overload muscles, tendons, joints and discs and are associated with most MSDs.

There are several different types of forces i.e.

Repetitiveforce*—*using force repeatedly over a period of time

Sustained force*—*occurs when force is applied continually over a period of time

High force*—*occurs when increased muscle effort is required in response to a task. It maybe from the back, arm or leg muscles or by the hands and fingers.

Sudden force*—*jerky or unexpected movements while handling an item or load. These movements are particularly hazardous because the body must suddenly adapt to the changing force.

(RK2, RS5) Complete Table 10.0 below with two (2) examples of each type of force you have been exposed to in your workplace. Use the examples provided in section 2.2 as a guide.

|  |  |  |
| --- | --- | --- |
| Table 10.0 Types of Forces | | |
| **Force Type** | **Definition** | **Workplace Example** |
| Repetitive | using force repeatedly over a period of time | Student responses can include, but are not limited to;   * Stacking finished items onto a pallet or into a bin * Tightening fasteners with hand tools * Installing pop rivets with a hand rivet gun * Hammering parts into positon or shape |
| Sustained | occurs when force is applied continually over a period of time | Student responses can include, but are not limited to;   * Holding down the trigger on a Welding Gun * Holding a welding hand piece in position * Carrying steel to or from a storage location * Carrying a toolbox or bag to a work location * Operating an angle grinder |
| High Force | occurs when increased muscle effort is required in response to a task. It maybe from the back, arm or leg muscles or by the hands and fingers. | Student responses can include, but are not limited to;   * Replacing or moving a gas cylinder * Carrying or lifting a toolbox * Reposition a heavy load by pushing or pulling across the floor * Using a chain block * Changing the chuck on a lathe |
| Sudden Force | jerky or unexpected movements while handling an item or load. These movements are particularly hazardous because the body must suddenly adapt to the changing force. | Student responses can include, but are not limited to;   * Using a swage lock fastener gun * A portable drill jamming and kicking back * An angle grinder jamming and kicking back * Cutting round bar with bolt cutters |

## Assessing Risks

Read Section 3 and complete the following:

#### Table 11.0

|  |
| --- |
| (RK2) For hazardous manual tasks this means examining in detail the hazards associated with the task to assess the likelihood of the forces, movements and postures giving rise to an MSD. A risk assessment can help you determine:   * how severe a risk is * whether any existing control measures are effective * what action you should take to control the risk, and * how urgently the action needs to be taken. |

Read Section 3.2 and complete the following:

#### Table 12.0

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| --- |
| (RS5)The first step in completing a risk assessment is to identify who should participate in the assessment—for example, the workers who do the task, their health and safety representative, and management who have control over how the task is done. |
| (RS5) You should describe the task and area where the manual task is performed, note which body parts are likely to be at risk of injury, and then work through the assessment together to determine which risk factors pose a risk and why the risk exists.  The whole task should be examined, although it may help to look at the task in stages to identify all of the risk factors.   * what action you should take to control the risk, and * how urgently the action needs to be taken. |

Read Section 3.4 and complete the following five (5) points following the sentence below.

#### Table 13.0

|  |
| --- |
| (RK2) When conducting a risk assessment, think about the sources of any risks present in the task. These will be the things you may be able to change to eliminate or reduce the likelihood of an MSD. For example   * poor postures and movements may be due to the layout of the workplace * high mental strain may be due to high job demands * high forces may be due to the loads being handled, and * the frequency and duration of the task may be due to the work organisation, limited staff numbers or * increased work pace to meet tight deadlines. |

## Controlling the Risks

The WHS Regulations require duty holders to work through the hierarchy of control measures when managing certain risks, including risks from hazardous manual tasks; however, the hierarchy can be applied to any risk. The hierarchy ranks control measures from the highest level of protection and reliability to the lowest.

The Hazardous Manual Tasks Code of Practice COP) provides the details of risk control in section 4.

**Read Section 4.1 and complete:**

* Table 14.0 – missing description or method
* Table 15.0 – two (2) responses

(RK1, RK4) You must always aim to eliminate the risk. If eliminating the hazards and associated risks is not reasonably practicable, you must minimise the risk by one or more of the following:

#### Table 14.0

|  |  |
| --- | --- |
| Table 14 .0 Hierarchy of Control Measures | |
| **Method** | **Description** |
| Substitution | minimise the risk by substituting or replacing a hazard or hazardous work practice with something that gives rise to a lesser risk. |
| Isolation | minimise the risk by isolating or separating the hazard or hazardous work practice from any person exposed to it. |
| Engineering controls | engineering controls are physical control measures to minimise risk. Control measures should be aimed at eliminating or minimising the frequency, magnitude and duration of movements, forces and postures by changing:   * the work area * tool * load * environment * method of handling, or * the way work is organised. |

#### Table 15.0

|  |
| --- |
| (RK4) What are the two (2) least effective control measures in hierarchy form risk management of hazardous manual tasks?  1. Administrative control measures  2. Personal protective equipment (PPE) |

(RK4) Give two (2) examples of control measures for Level 1, Level 2, and Level 3.

**Table 16.0**

|  |  |  |
| --- | --- | --- |
| Examples of Control Measures | | |
| **Level** | **Hierarchy of Control Measures** | **Examples of Control Measures** |
| Level 1 | Elimination | Must include the following:   * Automate the manual task, for example by using robotics. * Deliver goods directly to the point of use to eliminate multiple handling. |
| Level 2 | Substitution | Any two (2) of the following:   * Replace heavy items with lighter, smaller or easier to handle items; be aware of the risk of increased repetition. * Replace hand tools with power tools to reduce the level of force required to do the task. * Coordinate with suppliers to replace packaging with packaging designed to allow goods to be handled using powered plant. * Handle items mechanically to reduce the risk to the worker. |
| Isolation | Any two (2) of the following:   * Isolate vibrating machinery from the user. * Enclose the machinery or the personnel, creating an isolating barrier between the hazard and the person at risk. * Redesign the workplace to minimise distractions from the task performed. |
| Engineering | Any two (2) of the following:   * Use mechanical lifting aids and trolleys. * Design the workplace to minimise the need to lift and move things. * Provide workstations that are height adjustable. |
| Level 3 | Administrative | Must include the following:   * Rotate workers between different tasks. * Develop lifting procedures including what devices should be used, how many workers are required to operate them and what training those workers need. |

**Task 2 – Workplace Scenario**

* Read the scenario
* Read the Standard Operating Procedure
* Read the Delivery Docket
* Determine the weight of items
* Answer questions related to planning the task for the scenario

## Scenario

An apprentice has been informed that the delivery truck has arrived and will be unloaded by the overhead crane in the dock. The workshops supervisor requests the apprentice to use the scissor lift trolley to move all of the items from the dock to the stock racks at the southwest corner of the workshop (50 metres from the dock).

“Also put the fasteners into the storeroom next to the racks”.

The Supervisor reminds the apprentice that the Standard Operating Procedure Scissor Lift 500 Kg – TF50 Standard Operating Procedure must be followed and to read the SOP before moving the items. The apprentice reads the SOP as shown on the following page.

## Standard Operating Procedure (SOP)

|  |  |  |
| --- | --- | --- |
| Scissor Lift 500 Kg – TF50 Standard Operating Procedure  (Assessment resource only – not intended for actual use as a SOP) | | |
|  |  | |
| **Description** | | |
| The Scissor Lift Trolley has a lift capacity of 500kg and features a pump action foot pedal and trigger release. An overload valve will prevent operation if the lift capacity is exceeded. | | |
| **Specifications** | | |
| Capacity : 500 kg | | Height Lowered: 285 mm |
| Colour: Yellow | | Height Raised: 880 mm |
| Material: Steel | | Table Length: 850 mm |
|  | | Table Width: 500 mm |
| **Operations** | | |
| Loads must be centrally located on the table | | Loads must not exceed rated capacity of scissor lift |
| Round Bar or Pipe must be chocked and strapped onto the table | | Loads must be transported with the table in the lowered position |
| Load length must not exceed 2 metres | | Transport loads on paved or sealed surfaces only. |
| Load width must not exceed 600 mm | |  |

## Delivery Docket

The delivery docket lists the material on the truck as:

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Qty | Size/Material | Weight |
| A | 2 pcs | Mild steel bar Ø100 mm x 1 m long | 63.2 kg/m |
| B | 2pcs | Mild steel bar Ø200 mm x 1 m long | 253 kg/m |
| C | 4 pcs | Steel plate 200 mm x 1200 mm x 20 mm thick | 7850 kg/m3 |
| D | 2 boxes | M20 x 100 mm high tensile bolts (100 bolts per box) | 300 g per bolt |
| E | 2 boxes | M20 nuts (100 nuts per box). | 55 g per nut |

## Determine Weight

(PC1.1, RS2) Part of the risk assessment process is to determining material weight. Complete Table 17.0 below by calculating the total weight for items B to E. Item A has been completed as an example.

#### Table 17.0

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item | Qty | Size/Material | Weight | Weight per item | Total Weight |
| A | 2 pcs | Mild steel bar Ø100 mm x 1 m long | 63.2 kg/m | = 63.2kg x 1  = 63.2 kg | = 63.2 x 2 pieces  = 126.4 kg |
| B | 2 pcs | Mild steel bar Ø200 mm x 1 m long | 253 kg/m | =253kg x 1  = 253.0 kg | = 253 x 2 pieces  = 506 kg |
| C | 4 pcs | Steel plate 200 mm x 1200 mm x 20 mm thick | 7850 kg/m3 | = 0.2 x 1.2 x 20 x 7. 85  = 37.68 kg | =37.68 x 4 pieces  = 150.72 kg |
| D | 2 boxes | M20 x 100 mm high tensile bolts (100 bolts per box) | 300 g per bolt | = 100 x 300  = 30 kg | = 30kg x 2 boxes  = 60. 0 kg |
| E | 2 boxes | M20 nuts (100 nuts per box). | 55 g per nut | = 100 x 55  = 5.5 kg | = 5.5kg x 2 boxes  = 11.0 kg |

## Plan the Task

#### Table 18.0

|  |
| --- |
| (PC1.1, RS2) What is the total weight of all the items listed on the delivery docket?  126.4 + 506 + 150.72 + 60 + 5.5 = 854.12 kg |
| (PC2.1, RS3, RS7) What is the capacity of the scissor lift  500 kg |

Image 1.0 Below shows Item A (2 off) and Item C (2 off) positioned on the scissor lift table.

|  |
| --- |
| **Image 1.0 Load Placement** |
|  |

#### Table 19.0

|  |
| --- |
| (PC1.1, RS2) What is the weight of this load?  63.2 + 63.2 + 37.68 + 37.68 = 201.76 kg |
| (PC2.1, RS3) Is the weight within the capacity of the Scissor Lift?  Yes - less than 500 kg |
| (PC2.3, RS6, RS7) The load positioning in Image 1.0 has been planned to meet the requirements of the SOP. In the space below provide three (3) reasons why the load positioning does comply to the SOP |
| **Does Comply**  Student responses can include, but are not limited to;   * Does not exceed load capacity * Load is chocked * Load is strapped * Load is centrally located in over table |
| (PC2.3, RS6)Would Item B (2 off) and Item A (2 off) be able to be transported using the same method?  No – load weight would exceed capacity of scissor lift |

Image 2.0 below left shows at ratchet tie down strap. Read the description and specification for the strap and answer the following questions.

|  |  |
| --- | --- |
| Image 2.0 | |
|  | **Description**  50mm Standard Action Ratchet Tie Down Kit with Hook and Keeper, Lashing Capacity 2500 kg, Length 9 Metres.  **Specifications**   * Model Name: 50 mm Standard Action Ratchet Tie – Down with Hook and Keeper * Material: Polyester Webbing * Colour: Silver * Strap: 50mm wide * Lashing Capacity: 2500 Kg * Length: 9 Metres * Fastener Style: Ratchet * Hook (s): 2 x Wire Hooks with keeper * Australian Standards Number: AS/NZS 4380:2001 |

#### Table 20.0

|  |
| --- |
| (RK3, RS1, RS7) What is the Australian Standard this strap conforms to?  AS/NZS 4380: 2001 |
| (PC1.2, RK3, RS1, RS7 ) What does conformance to an Australian Standard mean?  Student responses can include, but are not limited to;  Consistency of quality  Quality set at safe and reliable standards  (PC2.1, RS3, RS6, RS7) Would this strap be suitable for the tie down of the items listed on the delivery docket? Provide 3 reasons supporting your answer.  Yes  Student responses can include, but are not limited to;  1. Would handle the load comfortably  2. Is of adequate length to go around the loads several times if required  3. Conforms to Australian Standard  4. Has a ratchet tensioning device to ensure the load does not move |

#### Table 21.0

|  |
| --- |
| (RK2) Transporting this load through a workshop over a distance of 50 metres would present hazards. In the space below list three (3) hazards that would be typically encountered:  Student responses can include, but are not limited to;  1. Operating Machinery  2. Obstacles in or across walkways  3. Uneven surfaces  4. Overhead Cranes Operating  5. Forklift Traffic  6. Other employees carrying out work |
| (RK2, RS6) It has been suggested by a work colleague that to avoid the hazards of transporting the load through the workshop an alternative shorter route should be taken. The alternative route is only 30 metres but includes crossing an unsealed part of the yard.  Would this route be a satisfactory alternative, to avoid the workshop hazards?  (Provide a reason for your answer)  No – Does not conform to SOP (Transport loads on paved or sealed surfaces only). |

#### Table 22.0

|  |
| --- |
| (RK2) The fasteners need to be placed in the storeroom next to the racks. The weight per box may or may not be too heavy for a single person manual lift.  What type of injury can occur when a lift is attempted beyond a person’s physical capability?  Musculoskeletal disorder or (MSD) |

**Table 23.0**

|  |
| --- |
| (Rk2) Give three (3) examples of the injury types answered above:  Any 3 of the following:   * sprains and strains of muscles, ligaments and tendons * back injuries, including damage to the muscles, tendons, ligaments, spinal discs, nerves, joints and bones * joint and bone injuries or degeneration, including injuries to the shoulder, elbow, wrist, hip, knee, ankle, hands and feet * nerve injuries or compression, for example carpal tunnel syndrome * muscular and vascular disorders as a result of hand–arm vibration * soft tissue injuries including hernias, and * chronic pain. |

## Part 2: Assessment Checklist

The student’s copy of the Assessment Checklist will be used by you to capture evidence of their performance in any type of project. This checklist outlines all the required criteria you will be marking the student on. All criteria must be met. The following checklist contains benchmark responses for you to use when assessing to ensure reliability of judgement. You may ask questions during the demonstration or if appropriate directly after the assessment has been completed noting that both the question and student response needs to be captured on the checklist.

| TASK/STEP # | Instructions | S | U/S | Assessor Comments |
| --- | --- | --- | --- | --- |
| **1** | *Student undertakes research to answer all questions by completing Tables 1.0 to 16.0* |  |  | *Date of Observation:*  *Student has completed all Tables as per provided benchmark responses.* |
| **2** | *Student reads all information provided in the Workplace Scenario and answers all questions by completing Tables 17.0 to 23.0* |  |  | *Date of Observation:*  *Student has completed all Tables as per provided benchmark responses* |