# Event 1 - Knowledge Assessment

## Criteria

### Unit code, name and release number

MSFFF2004 - Prepare surfaces for finishing (1)

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

MSF31113 - Certificate III in Cabinet Making (6)

## Student details

### Student number

### Student name

## Assessment Declaration

* This assessment is my original work and no part of it has been copied from any other source except where due acknowledgement is made.
* No part of this assessment has been written for me by any other person except where such collaboration has been authorised by the assessor concerned.
* I understand that plagiarism is the presentation of the work, idea or creation of another person as though it is your own. Plagiarism occurs when the origin of the material used is not appropriately cited. No part of this assessment is plagiarised.

### Student signature and Date

Version: *1.0*

Date created: *15/05/2019*

Date modified: *04/02/2020*

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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 instructions

Table 1 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Assessment overview** | The objective of this assessment is to assess your knowledge as would be required to prepare a range of furniture surfaces for the application of surface coatings by hand or machine. |
| **Assessment Event number** | 1 of 2 |
| **Instructions for this assessment** | This is a written assessment and it will be assessing you on your knowledge of the unit in preparing a range of furniture surfaces for the application of surface coatings by hand or machine.  This assessment is in four parts:   1. Multiple choice 2. True/False 3. Short Answer Questions 4. Assessment feedback |
| **Submission instructions** | On completion of this assessment, you are required to upload it or hand it to your trainer for marking. It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment. |
| **What do I need to do to achieve a satisfactory result?** | To achieve a satisfactory result for this assessment all questions must be answered correctly. |
| **What do I need to provide?** | Pen, USB (min. 1GB) |
| **Due date/time allowed** | TBA/90 minutes |
| **Assessment feedback, review or appeals** | In accordance with the TAFE NSW policy *Manage Assessment Appeals,* all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within **14 working days** of the formal notification of the result of the assessment.  If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher or Head Teacher. If they are unavailable, contact the Student Administration Officer.  Contact your Head Teacher for the assessment appeals procedures at your college/campus. |

## Part 1: Multiple choice

Read the question and each answer carefully. Put an X in the table next to your chosen answers. There may be more than one correct response for each of the following questions.

1. Identify all of the PPE that you are required to wear, when preparing timber surfaces by hand and machine sanding (Select all that apply).

Table 2 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. Approved eye protection |  |
| 1. Appropriate clothing |  |
| 1. Music playing headphones |  |
| 1. Approved foot protection |  |
| 1. Approved gloves |  |
| 1. Approved hearing protection |  |

1. Identify the engineered controls that would reduce dust exposure while preparing a surface (Select all that apply).

Table 3 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. Orbital sander |  |
| 1. Work bench |  |
| 1. Extraction unit attached to sander |  |
| 1. Down draft extraction unit |  |

1. Select all of the tools and equipment that would secure the product you are working on and help prevent damage to the product (Select all that apply)?

Table 4 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. Vacuum table/clamp |  |
| 1. Clamp with a clamping block |  |
| 1. Down draft table |  |
| 1. Bench vice |  |

1. Where would you find information to understand the final finish requirements for a particular project?

Table 5 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. Product Catalogue |  |
| 1. Product MSDS |  |
| 1. Job Specification sheet |  |
| 1. Colour charts |  |

1. What would be the final grade (grit) abrasive paper used for finish sanding prior to coating the surfaces?

Table 6 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. 80-100 grade |  |
| 1. 100-120 grade |  |
| 1. 120-150 grade |  |
| 1. 180-240 grade |  |

1. Which surface preparation tool would be the best for creating a consistent flat surface when sanding timber products?

Table 7 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. Belt sander |  |
| 1. Sanding block with abrasive paper |  |
| 1. Abrasive paper folded neatly |  |
| 1. Rasp or file |  |

1. Which is the best hand tool for removing shallow scratches in a timber surface?

Table 8 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. Hand plane |  |
| 1. Portable Belt sander |  |
| 1. Cabinet scraper |  |
| 1. Chisel |  |

1. Why are quality checks performed during the sanding of a timber panel (Select all that apply)?

Table 9 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. To check people are completing the work |  |
| 1. For suitability for further processing e.g. polishing |  |
| 1. To check that the grain is smooth |  |
| 1. To check for surface faults |  |

1. Select all of the different types of abrasive paper that can be used for the preparation of timber and metal surfaces (Select all that apply)?

Table 10 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. Aluminium oxide |  |
| 1. Sand |  |
| 1. Silicon carbide |  |
| 1. Garnet |  |

1. Which **hazardous** substance or material can be used to raise a dent in timber?

Table 11 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. Water |  |
| 1. Petrol |  |
| 1. Turpentine |  |
| 1. Methylated spirits |  |

1. Select all of the actions that would be appropriate in a workplace, if a component has a defect that can’t be repaired?

Table 12 Multiple choice

| Selection choices | Put X next to your answer/s |
| --- | --- |
| 1. Place the component in the waste bin |  |
| 1. Report it to the supervisor |  |
| 1. Save it for another job |  |
| 1. Cut out the defect repair it and use the panel |  |
| 1. All of the above |  |

## Part 2: True or false

Read the question and then write **True** or **False** in the space provided.

Table 13 True or false

| Question | Write *True* or *False* |
| --- | --- |
| 1. Work bench or timber preparation area should be clear of oils and stains |  |
| 1. Workplace procedures are in place to ensure the completion of tasks to the required standard |  |
| 1. The higher the number of the grit on abrasive paper makes it more course or rough, compared to a lower numbered grit |  |
| 1. The surface preparation should always be checked for conformity to normal workplace procedures and the specifications of the project |  |
| 1. Dents on hardwood timber can be lifted without the use of heat |  |
| 1. Quality inspecting while sanding timber products can save time by not having to resolve faults |  |
| 1. Different types of coatings on timber products can affect the sequence of work |  |
| 1. Jobs completed and ready for finishing can be stored anywhere in the factory, without being labelled and identified |  |
| 1. When sanding timber with a Sanding block, it is OK to sand across the grain of the timber |  |

## Part 3: Short Answer Questions

## Read the questions carefully. Your answers should be a minimum of 10 words but no longer than 50 words (unless indicated otherwise).

1. Describe one characteristic of hardwood.
2. Describe one characteristic of softwood.
3. Describe one characteristic of particle board.
4. Describe one characteristic of Medium Density Fibre Board (MDF).
5. Write 3 things that could contaminate a timber surface in a way that would affect the quality of any surface finish (polish) that would be applied.
6. Describe one procedure for preparing/repairing a loose knot in a piece of timber.
7. Describe one method for lifting a dent in softwood
8. Identify three steps in the preparation of a timber surface.

1/

2/

3/

1. Identify one characteristic and a method of application, for each of the different surface coatings (furniture polish) listed below.

1/ Lacquer, (nitro cellulose)

Characteristic:

Method of application:

2/ Shellac

Characteristic:

Method of application:

3/ Polyurethane

Characteristic:

Method of application:

1. Identify three grades (grit) of abrasive from first sand to final sand, for completing a surface preparation on a timber product requiring a clear lacquer finishing.

1st sand -

2nd sand -

3rd sand -

1. What document should you read and understand before using a hazardous substance?
2. Indicate in the table below, two hazards for each of the chemicals listed and one way that each of the chemicals are used in the preparation of surfaces for finishing (polishing).

| Hazardous chemicals | List 2 hazards | How is the chemical used for surface preparation |
| --- | --- | --- |
| Mentholated spirits |  |  |
| Thinners |  |  |
| Paint stripper |  |  |

1. Describe two procedures or considerations for storing a project’s components, once they have been prepared and ready for finishing.
2. Number the provided steps, into the correct sequence for the **application** of a surface coating (Spray polish).

Table 14 Work sequence

| Steps | Number steps into the correct sequence, from 1 to 12 |
| --- | --- |
| * Final inspect the components for the quality of finish and store appropriately. |  |
| * Check the function of the spray equipment. |  |
| * Apply the first coat of polish. |  |
| * Set up the work space, including the tools/equipment required and a storage area for the polished components between coats. |  |
| * Apply the second coat of polish. |  |
| * Ensure that all PPE is fitted correctly. |  |
| * Inspect the surface and cut back the polish with 320 grit abrasive paper. |  |
| * Apply the third coat of polish. |  |
| * Inspect the surface and cut back the polish with 240 grit abrasive paper. |  |
| * Initial inspection of the components for quality and suitability for the application of polish. |  |
| * Clean up workspace, clean and return tools and equipment into storage, return chemicals into storage and dispose of waste chemicals. |  |
| * Read the job specifications to establish the type of polish to use and the MSDS’s for understanding the WHS issues of the chemicals to be used. |  |

1. Number the provided steps, into the correct sequence for the **removal** of a surface coating (polish).

Table 15 Work sequence

| Steps | Number steps into the correct sequence, from 1 to 9 |
| --- | --- |
| * Open the container and apply the paint stripper, place the component into ventilated storage area, allow time for the stripper to soak into the surface of the polish. |  |
| * Read the job specifications or test the component surface to establish the type of paint stripper to use. Read the MSDS for understanding the WHS issues of the chemicals to be used. |  |
| * Remove the paint stripper with a scraper, place waste into an appropriate container, wash down the surface with water and place back into storage until surface is dry. |  |
| * Set up a well ventilated work space, the tools/equipment required, a bucket of water for washing off stripper and a storage area for the components between coats of paint stripper. |  |
| * Clean up workspace, clean and return tools and equipment into storage, return chemicals into storage and dispose of waste chemicals. |  |
| * Establish access to clean water, in case of skin contact or eye exposure to the paint stripper. |  |
| * Ensure that all PPE is fitted correctly including gloves, long sleave overalls and protective glasses. |  |
| * Sand component surface so that it is ready for the application of new polish. |  |
| * Repeat the process of application and removal of stripper, until the polish has been completely removed. |  |

1. Name the tool in the table below.

Table 16 Name the tool

| Tool | Tool Name |
| --- | --- |
| Sanding tool | Tool: |

1. Name the tool in the table below.

Table 17 Name the tool

| Tool | Tool Name |
| --- | --- |
| Sanding tool | Tool: |

1. Name the tool in the table below.

Table 18 Name the tool

| Tool | Tool Name |
| --- | --- |
| Sanding tool | Tool: |

1. Name the tool in the table below.

Table 19 Name the tool

| Tool | Tool Name |
| --- | --- |
| Surface finishing tool | Tool: |

## Part 4: Assessment Feedback

*NOTE: This section* ***must*** *have the assessor signature and student signature to complete the feedback.*

### Assessment outcome

Satisfactory

Unsatisfactory

### Assessor Feedback

Was the assessment event successfully completed?

If no, was the resubmission/re-assessment successfully completed?

Was reasonable adjustment in place for this assessment event?  
*If yes, ensure it is detailed on the assessment document.*

Comments:

### Assessor name, signature and date:

### Student acknowledgement of assessment outcome

Would you like to make any comments about this assessment?

### Student name, signature and date

***NOTE: Make sure you have written your name at the bottom of each page of your submission before attaching the cover sheet and submitting to your assessor for marking.***