# Task 1 – Knowledge Assessment Test

# Trainer & Assessor Marking Guide

## Criteria

### Unit code, name and release number

MSMSUP106 - Work in a team (2)

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

MSF31113 - Certificate III in Cabinet Making (6)

### Note to Trainer/Assessor

Students must answer all questions in this assessment.

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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 |
| --- | --- |
| **Instructions for the trainer and assessor** | This is a written assessment and will be assessing the student on their knowledge of the unit.  This assessment is in 4 parts:   1. Multiple choice questions 2. True or False questions 3. Short answer questions 4. Assessment feedback   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 response to each question must contain the information indicated in this marking guide in order for their response to be correct. 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 question, 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.  Ensure the students name appears on the bottom of each page of the submitted assessment. |
| **About this marking guide** | The student’s response to each question must contain the information indicated in this marking guide in order for their response to be correct.  All questions must be answered 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** | Pen, USB flash drive to store and download files, A4 folder and paper. |
| **Assessor must provide** | Computers, data sheets, reference text, organisational policy. These may be hard copy or made available online. |
| **Time allowed** | 60 minutes |

## Part 1: Multiple choice

Read the question and each answer carefully. Put an X in the table next to your chosen answer.

* 1. Which of the following activities would normally require you to keep a record (select all that apply). 2.2, KE1.1

Table 2 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Your start and finish time for the day | X |
| 1. The distance you travelled from your home to your work place. |  |
| 1. A risk assessment for a project | X |
| 1. Written notes from a safety meeting | X |

* 1. When communicating with a team member, the sender is providing a message for whom? KE4.5

Table 3 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. The medium |  |
| 1. The receiver | X |
| 1. The speaker |  |
| 1. All of the above |  |

* 1. Which of the following are physical barriers to communications with team members? (Select all that apply). KE4.1

Table 4 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Noisy workplace | X |
| 1. Laziness |  |
| 1. Language differences | X |
| 1. Disabilities like poor hearing and eyesight | X |

* 1. Which of the following would be non-verbal communications with other team members? (Select all that apply). KE4.4

Table 5 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Telephone conversation |  |
| 1. Face to face instruction |  |
| 1. Written report | X |
| 1. A change in a facial expression | X |

* 1. Which of the following best describes paraphrasing what you have heard from a team member? KE4.3, 3.2

Table 6 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Changing the content of the information that has been provided |  |
| 1. Reading a message back to the team member word for word |  |
| 1. Your own version of the information that has been provided | X |
| 1. Making your team member’s story sound better |  |

* 1. When communicating with team members, giving and receiving feedback is important because? (select all that apply) KE4.5, 3.2

Table 7 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. It clarifies any un-certain information | X |
| 1. Giving negative feedback can make me feel better |  |
| 1. Feedback can be used to dominate the conversation |  |
| 1. It helps to develop a positive vibe between the sender and receiver | X |

* 1. Communications techniques that promote good teamwork include: (Select all that apply) 3.1 KE4

Table 8 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Open discussion of any problems | X |
| 1. Negative comments towards other team members |  |
| 1. Decisions that are made by the whole group | X |
| 1. A positive approach | X |

* 1. You urgently need to ask a team member a question, however they are half way through making a cut on a panel saw. How would you approach this person and get their attention? 2.3, 3.1

Table 9 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Approach them from behind and grab the person on the shoulder. |  |
| 1. Shout out their name across the factory. |  |
| 1. Wait until they have stopped cutting and approach them from the side or front. | X |
| 1. Approach them from behind and shout their name. |  |

* 1. Which of the following show examples of where it is OK to seek assistance or advice from other team members? (Select all that apply) 2.3

Table 10 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. You have found that power tool has a cut in the cord. You are under pressure to complete the task and the power tool still works. | X |
| 1. You have been asked to sweep up the factory and you can’t remember where you last left the broom. |  |
| 1. You have been asked to move a cabinet that weighs more than 50kg. | X |
| 1. You have been asked to move 100 boxes of screws that weigh about 5kg each. You have access to a small trolley. |  |

* 1. Which of the following listening techniques promote good teamwork? (Select all that apply) 3.1, KE4.1

Table 11 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Reading your phone messages during a team meeting. |  |
| 1. Asking questions while being instructed on how to use a machine. | X |
| 1. Repeating the information back to the other person. | X |
| 1. Having a private conversation with another team member during a team meeting. |  |

* 1. Which of the following questioning techniques promote good teamwork? (Select all that apply) KE4.2

Table 12 Multiple choice

| Answer choices | Put X next to your answer/s |
| --- | --- |
| 1. Using open questions when starting a conversation. | X |
| 1. Testing the other person’s understanding. | X |
| 1. Using an aggressive voice tone. |  |
| 1. Using closed questions when ending a conversation. | X |

Part 2: True or false

Read the questions, then write **True** or **False** in the space provided.

Table 13 True or false

| Question | Write *True* or *False* |
| --- | --- |
| 2.1 When listening to instructions from another team member, it is rude for you to use body language like nodding your head and verbal comments like “yes” and “OK”. KE4.1, 3.1 | False |
| 2.2 If a supervisor provides you with an instruction that you don’t understand, You shouldn’t repeat the instruction back to them in case you get into trouble. KE4.1, 3.1 | False |
| 2.3 An annual review of your team’s work performance is an organisational work standard. KE3 | True |
| 2.4 How you treat your other team members at work is an organisational work standard. KE3 | True |
| 2.5 As full time employees, the minimum hours you and your team members have to work each week is an organisational work standard. KE3 | False |
| 2.6 A list of your team’s responsibilities at work is an organisational work standard. KE3 | True |

## Part 3: Short answer

Read each question carefully. **Note:** Some of your answers require a minimum word count.

* 1. Your workplace will have teams of employees, who have set tasks that they complete as a group. Name three tasks in your workplace that you would normally complete, with the help of at least one other person? 1.1, 3.3, KE2

Unload a truck, load a truck, Move materials, deliver furniture, operate a machine, install a kitchen or any built in furniture, assemble furniture, participate in a meeting.

(Response can include any team or group task that is specific to the furniture industry)

* 1. Using the three group tasks that you have listed above in question 3.1, briefly state what your role is in each task. 1.2, KE2

(Between *40 to 100 words*)

Response can include any individual tasks that are specific to the learner’s answers in question 3.1

Example: Operate a machine (Edge bander) – My task is to stand at the back of the machine and stack the cabinet parts onto a pallet. I check the quality of the edges that have been applied the parts. I communicate any problems to the machine operator.

* 1. Scenario – Roles of team members:

You work in a kitchen factory that has a team which includes the following job descriptions:

* Team members who work in the factory and on job sites, including:
  + Trades people and a 1st year apprentice
* A team leader who works in the factory and the office
* A supervisor who works mostly in the office

Correctly place the following job roles next to each of the job descriptions. 1.1, KE2

|  |  |
| --- | --- |
| Job roles: |  |
| * Design and control the production flow in the factory * Tail out on a machine * Install a kitchen * Report problems to the Supervisor * Assemble a stack of drawers | * Set-up and maintain machines * Review the performance of the team * Work with and provide instructions to an apprentice * Clean out cabinets in readiness for delivery to the customer |
| **Job description** | **Job roles** |
| 1st year Apprentice | * Assemble a stack of drawers * Clean out cabinets in readiness for delivery to the customer * Tail out on a machine |
| Trades person | * Install a kitchen * Set-up and maintain machines * Work with and provide instructions to an apprentice |
| Team leader | * Report problems to the Supervisor |
| Supervisor | * Review the performance of the team * Design and control the production flow in the factory |

* 1. Your team leader has given you the following tasks to complete by the end of the day:

1. Assemble a stack of approximately 100 drawer boxes.
2. Deliver a replacement kitchen door panel to one of the work sites. They don’t need this panel until tomorrow, so this can be done at any time today.
3. Check all of the factory work stations and see if your fellow workers need any additional hardware (screws, hinges etc.). If needed, re-fill their storage boxes with new hardware.

List these tasks in order of priority (don’t re-write them in full, just use a, b and c). State why you made the choice for each priority and how your choices would affect other team members. 1.3, 3.3

(Between 40 to 100 words)

c) Not doing this may cause production to stop. Doing this straight away would keep my team members working.

a) This task will take the longest, I can assemble the drawers as my main task today. This won’t affect other team members.

b) No rush to get this done. I may be able to leave early and do this on my way home. This will only affect other team members if it is not delivered before tomorrow.

(These responses do not need to be verbatim)

* 1. Read the following scenario for breaking down a work activity:

You have been asked to write a breakdown of a work instruction, for a new team member. This will be based on machining up a piece of solid timber for a project to its final length, width and thickness. A breakdown of this task normally involves six steps, using the following three machines; a panel saw, a jointer and a thicknesser.

Your breakdown must list a summary of the six steps, in the correct order. Your answer must include the machines used and a description of the process for each step. Use the FEWTEL process as a guide for your answer. 2.1

(Between 40 to 100 words)

1. Dress one face of the timber flat, using the jointer
2. Dress one edge of the timber square to the dressed face, using the jointer. Check with try square
3. Machine the finished width of the timber using the thicknesser
4. Machine the finished thickness of the timber using the thicknesser
5. Trim one end of the timber square using the panel saw
6. Cut the timber to the finished length using the panel saw.

(These responses do not need to be verbatim)