-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

Hanover House 24 Douglas Street GLASGOW G2 7NG

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-		0065611			-Session-1986-87			
-Superclass-		WΚ						
-Title-		TOO MAC	LING HINES (AND (x ¹ / ₂)	EQUIPMEN	NT:	WOODWORKING	
-DESCRIPTION-								
Type and Purpose	A <u>specialist</u> module $({}^{1}I_{2})$ which enables the student to expand his/her knowledge of saws and cutters.							
Preferred Entry Level	05301 Workshop Practice							
Learning Outcomes	The student should:							
	1.	1. identify types of cutters, blades, bits and their application;						
	2.	know the cutting action of cutters, blades and bits;						
	3.	ident	ify how	cutters, b	lades and b	oits are	secured;	
Content/ Context	Corresponding to the Learning Outcomes:							
	1.	recognition and application of cutter, blades and bits relating to: rip, crosscut, wall-dimension-panel-gang and band saw, morticer, tenoner, straight line edger, dowel borer, dovetailer, planer, thicknesser, vee groove and folding corner, comb joints (cornerlocker) spindle moulder, high speed router, panel sander.						
	2.	descriptions to include:						
		(a)	and cl radius	earance	angles too	oth top	gullet depth, hook and root; gullet twoods, seasoned	
		(b)	blocks,		angle, jointir		ng. circular/square ting up, clearance	

	(c)	chain and chisel morticer: cutting, grinding, sharpness and clearance angles; function of chipbreakers and pressures; pads;						
	(d)	spindle moulder, setting and adjusting whitehill block, slotted collars, square cutterblock, grooving saws, and rebating block.						
	3. meth	ods of securing: caphold, barhold and wedgehold;						
Suggested Learning and Teaching Approaches	It is envisaged that the general teaching approach will be activity/workshop based and student centred.							
	The learning programme should interest the student and related to a theme or vocational bias.							
	Critical skills and techniques should be demonstrated prior to student involvement.							
	Posters, information sheets, worksheets, workfiles, slides, films and video may be used to enhance the learning environment and process.							
	A set of completed exercises should be available for student to work to and compare standards.							
	Although not a Learning Outcome, safety and safe working practices should form an integral part of all module activities.							
Assessment Procedures	All Learning Outcomes must be validly assessed.							
	The student must be informed of the tasks which contribute to summative assessment. Any unsatisfactory aspects of performance should, if possible, be discussed with the student as and when they arise.							
	Acceptable performance in the module will be satisfactory achievement of the performance criteria specified for each Learning Outcome.							
	Where cutting scores are stated these are intended to be for guidance. The precise cutting score for a test will depend on the difficulty of the test and will have to be decided by the Tutor in consultation with the Assessor.							
	The following abbreviations are used below:							
	LO Learning Outcome IA Instrument of Assessment PC Performance Criteria							

- LO1 IA Short answer questions annotated 3 sketches.
 - PC The student should correctly:
- LO1 (a) identify five cutters, blades and bits from the range;
 - (b) state four methods of application and areas of use;
- LO2 (c) sketch and annotate the teeth of a cross cut saw and a rip saw;
 - (d) state the relative dimensions and angles of toothpitch, gullet depth and clearance angles;
 - (e) show cutting angles of planer, spindle moulder and router cutters and bits.
 - (f) identify the relationship between auger and chisel, chain and chip breaker on hollow chisel chain morticers;
- LO3 (g) identify cuphold, barhold and wedgehold;
 - (h) list 4 cutterblocks used in a spindle moulder and state a separate use for each one.

Cutting score 60%.

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