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ASSESSMENT TASK COVER SHEET

This cover sheet must be attached to the front of EACH ORIGINAL assessment. Fields marked with a * are mandatory. Incomplete Cover Sheet will not be accepted. Students are required to make a copy of their assessments before submitting. If you'd like to apply for an extension, please submit a completed Student General Enquiry Form available online via Student Portal on www.orange.edu.au

Student details

Student Name*		Student ID*	
Course*	Certificate III in Carpentry	Group/Batch*	
Mobile phone		Assessment Due Date*	
Unit*	BSBITU314 Design and produce spreadsheets		
Assessment Task*			
Trainer's Name*		Attempt*	❏ 1st #❏ 2nd

#2nd attempt to be used under compassionate and compelling circumstances only.

Student Declaration

I declare that the work submitted is my own and that non-original information is appropriately acknowledged. No part of this assessment has been written/created for me by any other person, nor have I copied any work in part or whole, as I am aware of the consequences of plagiarism. I have retained a copy of this assessment for my own records. I also understand that I will need to repeat (if required) the whole unit in-case my task result is not satisfactory and must pay a full fee for that unit.

Student Signature*		Date submitted	

Assessor Use Only

Feedback	
Assessment Result	❏ S: Satisfactory ❏ NYS: Not Yet Satisfactory ❏ NSA: No Submission Available ❏ WBC: Withdrawn Before Commencement
Assessor to provide an appropriate feedback to the student before submitting this document to Administration along with the original assessment and any referencing documents for filing and auditing purposes.	
Assessor Name	
Assessor Signature	Date Marked

Assessment Workbook

CPC30211 Certificate III in Carpentry

Learner name: _____

This Workbook incorporates the following unit:

BSBITU314 Design and produce spreadsheets

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Victoria 3000

Contents

Unit of competency

BSBITU314	Design and produce spreadsheets

Overview/Competency demonstration

This Workbook covers the following unit of competency:

BSBITU314 Design and produce spreadsheets

This unit describes the skills and knowledge required to develop spreadsheets through the use of both cloud-based and non-cloud based spreadsheet applications.

It applies to individuals employed in a range of environments who tend to be personally responsible for designing and working with spreadsheets under minimal supervision. These individuals are generally required to have intermediate knowledge and understanding of a number of spreadsheet applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

To demonstrate your competency in this unit you will need to provide evidence of your ability to:

Select and prepare resources

- ✓ Identify spreadsheet task purpose and audience
- ✓ Identify task requirements in relation to data entry, storage, output, timeline and presentation format
- ✓ Select most appropriate application to produce spreadsheet, in accordance with available resources and organisational policies

Plan spreadsheet design

- ✓ Ensure spreadsheet design suits purpose, audience and information requirements of task
- ✓ Ensure spreadsheet design enhances readability and appearance, and meets organisational and task requirements for style and layout
- ✓ Use available application functions to ensure consistency of design and layout, adhering to organisational and task requirements

Create spreadsheet

- ✓ Enter data, check and amend to maintain consistency of design and layout, in accordance with organisational and task requirements
- ✓ Format spreadsheet using application functions to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements
- ✓ Ensure formulae are tested and used to confirm output meets task requirements, in consultation with appropriate personnel as required
- ✓ Use relevant help functions to overcome intermediate-level issues with spreadsheet design and production

Produce intermediate-level charts

- ✓ Select chart type and design that that offers analysis of numerical data, and meets organisational and task requirements
- ✓ Create charts using appropriate data range in spreadsheet
- ✓ Modify chart type and layout using formatting features, adhering to organisational and task requirements

Finalise and present spreadsheets

- ✓ Review and edit final spreadsheet and any accompanying charts, and prepare for delivery in accordance with task requirements
- ✓ Deliver document to relevant audience within designated timelines and in accordance with organisational requirements for speed and accuracy
- ✓ Name and store spreadsheet appropriately in accordance with organisational requirements and exit application without data loss/damage

Prerequisite units: Nil
https://training.gov.au/Training/Details/BSBITU314

Assessment Workbook

Assessment Overview
To be deemed competent in this unit of competency, the Learner must successfully complete the following:

Learner Activity Workbook	Complete the Learning Activities, Self-Assessment Questionnaire, and Simulated Learning Activities, in the Learner Activity Workbook, and submit the Learning Participation Outcome Record Sheet.
Assessment Workbook	These are a set of tasks you will be required to complete. You must achieve a satisfactory result for each task to be deemed competent in this unit of competency. The tasks include: Task 1: Written/Verbal Questions Task 2: Workplace Practical/Simulation Tasks Task 3: Projects

This Assessment Workbook is divided into the following tasks:

Task 1	Written/Verbal Questions
Task 2	Workplace Practical/Simulation Tasks
Task 3	Projects

Assessment Task 1 – Written/Verbal Questions

Instructions

- You are required to provide detailed answers, to the questions in the space provided. One-word responses will not be accepted as a suffice answer.
- Written questions may be a combination of multiple choice, short answer or true or false questions.
- The Trainer and Assessor will conduct reasonable adjustment should this be identified, and documented.
- Your answers to these questions are used to determine an assessment judgement, part thereof the overall assessment judgment includes this task.
- All questions if necessary will require a verbal interview from the Trainer to verify the responses
- If any supplementary documents are required to be submitted they must be marked with the Learner Name, date completed, and submitted alongside this Assessment Task.

Assessment Task 2 – Workplace Practical/Simulation Tasks

Instructions

- Mandatory completion of all Workplace Practical/Simulation Tasks in conjunction with this Assessment task must be conducted and deemed satisfactory to achieve competency in this task.
- All Workplace Practical/Simulation Tasks are tasks which will align to the duties performed in this capacity in the workplace.
- Any machinery or equipment that is used during the process of these assessment tasks must be safe for use and tagged if appropriate. All safety conditions performed under instruction of the Trainer must be followed in line with the Learner's workplace policies and procedures; should the Trainer feel the conditions of safety are not met for the Learner's assessment task, it may be re scheduled to a different site or day until the safety issue is rectified. The Learner's site supervisor may be contacted in this event.
- If your Trainer feels the tasks has been not sufficiently covered, they may direct you to a similar task, in line with a secondary Workplace Practical/Simulation Task which will be clearly advised at the time of assessment.
- Multiple assessment of the same tasks may be necessary to ensure a satisfactory standard.
- An observation checklist will be conducted during the completion of this task, your Trainer will notify you on the tasks they will be observing for this assessment.

Assessment Task 3 – Projects

Instructions

- Any templates needed to complete these Assessment tasks, are attached to the Assessment Workbook and must be completed in conjunction with the Assessment task.
- You are able to provide supplementary evidence of the tasks performed on previous occasions, if determined suitable by your Trainer and Assessor. Please ensure that you discuss this with your Trainer if you are unsure.
- If the conditions of these Assessment tasks cannot be replicated in a real-life work task on the day of assessment, your Trainer may conduct all or part thereof in a simulated work practical task, in line with the assessment process for this task.

Assessment Overview

In order to be assessed as Competent in the unit that makes up this Workbook you need to provide evidence which demonstrates you can perform the required competencies to the required standard. Competency depends on consistently demonstrating the skills and knowledge to enable you to complete workplace tasks confidently in a variety of situations.

The content of this final assessment is designed to consolidate your learning to provide evidence that you are indeed competent. More specifically, **summative assessments** are designed to evaluate Learner learning at the end of an instructional unit and compared to a benchmark. The Assessor will base the final outcome of each unit and deem the assessment competent for every satisfactory task.

You must complete this assessment individually. If any answers are incorrect, your Trainer/Assessor will work with you to identify gaps in your knowledge and understanding. You will be instructed to revise learning activities for specific sections, before arrangements can be made for a reattempt at assessment.

Assessment Task 1 – Written/Verbal Questions

Instructions

- You are required to provide detailed answers, to the questions in the space provided. One-word responses will not be accepted as a suffice answer.
- Written questions may be a combination of multiple choice, short answer or true or false questions.
- The Trainer and Assessor will conduct reasonable adjustment should this be identified, and documented.
- Your answers to these questions are used to determine an assessment judgement, part thereof the overall assessment judgment includes this task.
- All questions if necessary will require a verbal interview from the Trainer to verify the responses.
- If any supplementary documents are required to be submitted they must be marked with the Learner Name, date completed, and submitted alongside this Assessment Task.

Refer to the Learner Activity Workbook to help you answer the questions in this task.

In this task, there are a total of 20 questions. You must satisfactorily complete all 20 questions.

The questions within this section address the following unit:

BSBITU314	Design and produce spreadsheets

1.1 List at least 5 ergonomic requirements that are relevant to your construction office.
☐ Verbally interviewed

1.2 Go to https://www.mydoorsign.com/free-office-ergonomics-quiz and complete the quiz. Attach your results to your Assessment Workbook.
☐ Verbally interviewed

1.3 Outline the ergonomic requirements for each numbered item in the diagram below.
☐ Verbally interviewed

Image source: http://www.safety.uwa.edu.au/topics/physical/ergonomics/workstation

1. Elbows	
2. Shoulders	
3. Wrists	In line with forearms
4. Hips, knees, ankles	
5. Feet	Flat on the ground or footrest; for prolonged periods of time, consider a mat
6. Head	Upright with ears aligned with shoulders

7. Eyes	
8. Seat length	
9. Backrest	Angled at 90-110 degrees with adequate lumbar support in line with lower back
10. Keyboard and mouse	
11. Laptop	

1.4 Describe 3 work organisation requirements that will ensure productive and efficient work.

☐ Verbally interviewed

1.	
2.	
3.	

1.5 List at least 3 occupational health and safety requirements relevant to your construction site office.

☐ Verbally interviewed

1.	
2.	
3.	

1.6 Describe 4 conservation techniques that may be used to minimise wastage.

☐ Verbally interviewed

1.	
2.	
3.	
4.	

1.7 Identify at least 10 factors of spreadsheet design.

☐   Verbally interviewed

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

1.8 Provide 4 examples of automatic functions which may be used in the development of an Cloud based spreadsheet.

☐   Verbally interviewed

1.	
2.	
3.	
4.	

1.9 Describe 5 ways you can ensure consistency of design and layout when producing an Excel spreadsheet.

☐ Verbally interviewed

1.	
2.	
3.	
4.	
5.	

1.10 List 2 forms of data entered into an Excel spreadsheet or cloud based spreadsheet.

☐ Verbally interviewed

1.	
2.	

1.11 Describe at least 4 ways to check data.
☐   Verbally interviewed

1.	
2.	
3.	
4.	

1.12 Describe 5 ways in which you might format your Excel spreadsheet.
☐   Verbally interviewed

1.	
2.	
3.	
4.	
5.	

1.13 Provide 6 examples of formulae that may be used in the development of an Excel spreadsheet.

☐ Verbally interviewed

1.	
2.	
3.	
4.	
5.	
6.	

1.14 Provide 3 examples of how you can overcome problems with spreadsheet design and production.

☐ Verbally interviewed

1.	
2.	
3.	

1.15 In 4 steps, describe the process of creating a chart in Excel.

☐ Verbally interviewed

1.	
2.	
3.	
4.	

1.16 In 4 steps, outline how to print a chart without worksheet data in Excel.

☐ Verbally interviewed

1.	
2.	
3.	
4.	

1.17 When producing spreadsheets, you must ensure data input meets designated timelines. Provide 3 examples of designated timelines.

☐ Verbally interviewed

1.	
2.	
3.	

1.18 Describe how you can name an Excel spreadsheet.

☐ Verbally interviewed

1.19 Once you have named your spreadsheet, how should you save and store it?

☐   Verbally interviewed

1.20 Identify the types of charts below. Write the correct name below each chart.

☐ Verbally interviewed
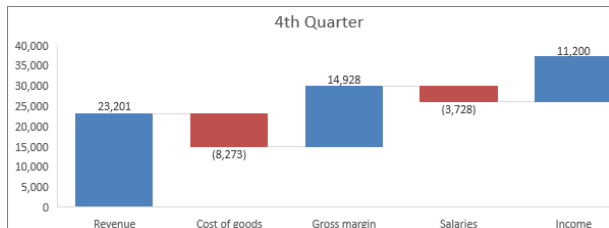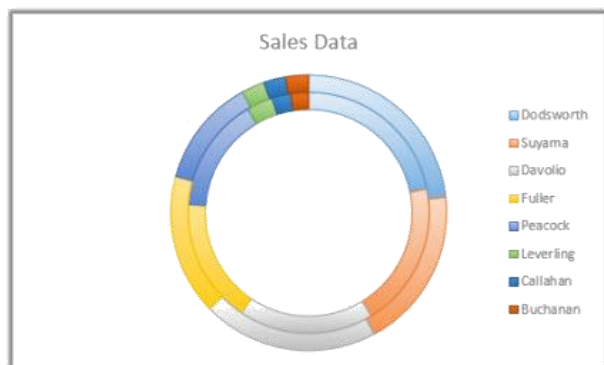
Quarterly Sales

Daily Rainfall

Sales Data

4th Quarter

Assessment Task 2 – Workplace Practical/Simulation Tasks

Instructions

- Mandatory completion of all Workplace Practical/Simulation Tasks in conjunction with this Assessment task must be conducted and deemed satisfactory to achieve competency in this task.
- All Workplace Practical/Simulation Tasks are tasks which will align to the duties performed in this capacity on site in the workplace.
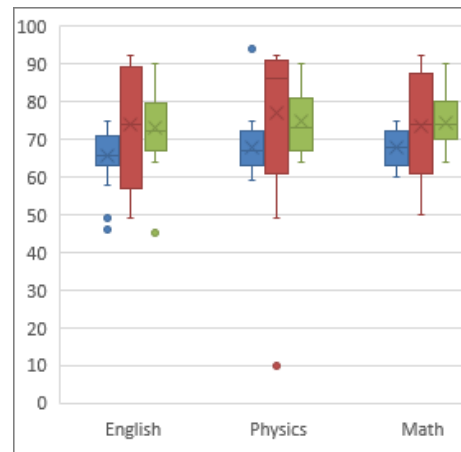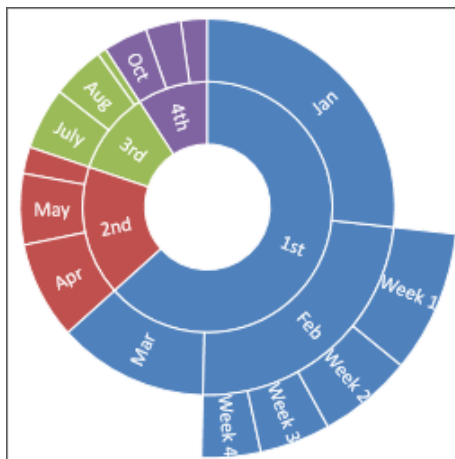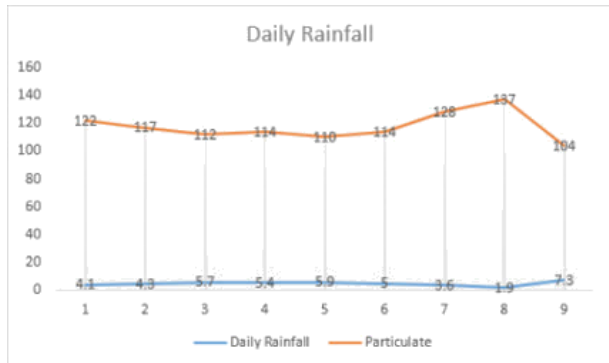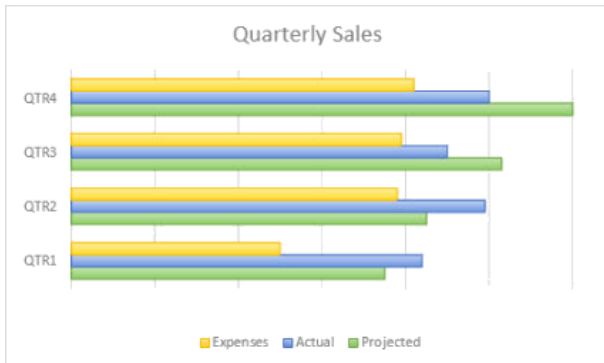- Any machinery/equipment used during the process of the assessment tasks must be safe for use and tagged if appropriate. All safety conditions performed under instruction by your Trainer must be followed in line with your workplace policies and procedures; should the Trainer feel the conditions of safety are not met for your assessment task, it may be re scheduled to a different site or day until the safety issue is rectified. Your site supervisor may be contacted in this event.
- If your Trainer feels the tasks has been not sufficiently covered, they may direct you to a similar task, in line with a secondary Workplace Practical/Simulation Task which will be clearly advised at the time of assessment.
- Multiple assessment of the same tasks may be necessary to ensure a satisfactory standard.
- An observation checklist will be conducted during the completion of this task, your Trainer will notify you on the tasks they will be observing for this assessment.

Refer to the Learner Activity Workbook to help you answer the questions in this task.

In this task, there are a total of 2 workplace practical/simulation tasks. You must satisfactorily complete all 2 workplace practical/simulation tasks.

The workplace practical/simulation tasks within this section address the following unit:

| BSBITU314 | Design and produce spreadsheets |

Workplace Practical/Simulation Tasks Checklist and Assessment Record

Instructions for the Trainer

1	Read the instructions for the Workplace Practical/Simulation Tasks to the Learner
2	Prompt the Learner to respond verbally during observation, should you need further clarity for the observation. Record the Learner's verbal response in the comments boxes.
3	Observe all the task points in the observation tables: • Workplace Practical/Simulation Task 2.1 Observation • Workplace Practical/Simulation Task 2.2 Observation
4	In the comments boxes, list what the Learner was observed conducting and provide an example (i.e. "Learner correctly disinfected the floor.")
5	Collect all signatures

Workplace Practical/Simulation Task 2.1 – Set up workstation

This workplace practical/simulation task addresses competency for the following unit:

BSBITU314	Design and produce spreadsheets

Objective of the task	The purpose of this Workplace Practical/Simulation Task is to assess your ability to set up an ergonomic computer-based work station and adjust the energy conservation settings on your computer.
Resources include	• Learner Activity Workbook • PowerPoint Slides/Handouts • Workplace/Simulated Workplace • Workplace WHS Policies • Staff Handbook • Computer • Microsoft Excel/Google Sheets https://www.google.com/sheets/about/ • Microsoft Excel Help feature • Part 1: Email from the Builder • Part 1: Example of quotation template Workplace Practical/Simulation Task 2.2 Observation – Plan, design and create spreadsheets
You will be required to complete	Part 1: Set up workstation Part 2: Computer energy settings
Your task	**Part 1: Set up workstation** Set up your computer-based workstation in an ergonomically correct manner. Follow the steps outlined in the 'Ergonomic guide to computer based workstations', accessible at https://www.worksafe.qld.gov.au/__data/assets/pdf_file/0006/83067/guide-ergo-comp-workstations.pdf Then complete the computer-based work checklist. Part 1 Complete the following: • Computer based work checklist • Workplace Practical/Simulation Task 2.1 Observation – Set up workstation

Part 2: Computer energy settings

Adjust the energy conservation settings on your computer using the following settings:
- Monitor turns off after 15 minutes of inactivity.
- Computer goes into standby mode after one hour of inactivity.

To adjust your computer's power and sleep settings:
1. Click 'Start' and 'Windows settings'
2. Click 'System' and choose 'power and sleep' from the menu
3. Adjust power and sleep settings as per above

Take a screenshot of the 'Power and sleep' settings screen, showing that you have made the requested adjustments.

Part 2 complete the following:
- Attach screenshot of 'Power and sleep' settings screen with adjustments made
- Workplace Practical/Simulation Task 2.1 Observation – Set up workstation

Part 1: Computer based work checklist

Adapted from https://www.worksafe.qld.gov.au/__data/assets/pdf_file/0006/83067/guide-ergo-comp-workstations.pdf

Item/ Factor	Yes / No	Comments
Office chair		
Worker is familiar with all the adjustment mechanisms on their chair.		
All chair adjustment mechanisms are in good working order.		
When seated there is an open angle of 100-120 degrees at the hips (i.e. slightly more than a right angle). This can be achieved by adjusting the seat pan tilt and the leaning back of the backrest.		
When seated, the knees are level with or lower than hips.		
Able to sit right back in the chair so the back support (when adjusted) fits neatly into the hollow of the back and there is approximately 2-3 finger width clearance between the front edge of the seat and the back of the knee (seat depth).		
Hips are well supported on seat (seat width).		
Chair suitable for worker's weight.		
Chair arms do not restrict access to the desk including able to sit in close to desk, getting up/down from chair/turning chair).		
Feet flat on ground or footrest without too much pressure from the seat of the chair on the back of the leg.		

Item/ Factor	Yes / No	Comments
Desk		
The desk, whether fixed height or adjustable, is between 680 mm and 720 mm high (from floor to top of desk).		
There is a smooth flat surface for the keyboard and mouse/other input device to be easily used on the same level.		
There is enough space on desk for suitable placement of required equipment and for forearm support (if preferred).		
There is sufficient leg room under the desk to stretch the legs.		
Items are not stored under the desk that encroaches on this space or compromises sitting posture.		
Computer monitor		
The monitor is directly in front of the worker and approximately an arm's reach or slightly further away.		
The top of the screen is at eye height or lower.		
It is adjusted to a comfortable level of brightness, contrast and font size.		
The screen is free from glare or reflections from light sources or shadowing onto screen.		
Worker has clear visibility of screen display (size of font or size display does not need to be changed) so that posture is not compromised.		

Item/ Factor	Yes / No	Comments
Keyboard		
The keyboard is positioned directly in front of worker at a distance from the edge of the desk that feels comfortable for them. This may be close to the edge of the desk for floating typist or further away for those who prefer forearm support.		
For floating or touch typist – hands hovering over keyboard, elbows slightly higher than desk, wrists level with forearm.		
For forearm support – comfortably support most of forearms on desk or armrests.		
Worker is familiar with short cut keys and uses them to reduce use of the mouse.		
Mouse/other pointing devices		
Mouse comfortably fits the hand and works freely.		
Device is positioned in the close working zone so arm close to side of body.		
Device is suitably adjusted for speed and accuracy of task.		
Laptop		
When using a laptop computer for prolonged periods of time, there is use of: ☐ A full sized external keyboard ☐ A full sized external pointing device e.g. mouse ☐ A full sized monitor ☐ Docking station or a laptop stand		

Item/ Factor	Yes / No	Comments
Desktop items		
For periods of data input from hard copy to computer: ☐ A document holder is used ☐ Is positioned between the monitor and the keyboard or adjacent to and at the same height as the screen		
A headset is available for prolonged or frequent phone conversations or if simultaneous keying / writing is required whilst on the phone.		
There is adequate room on the desktop to accommodate all necessary items.		
Frequently used items are within comfortable reach.		
Seated posture		
When worker is seated at the workstation with their hands on the keyboard they can achieve the following posture: ☐ Shoulders relaxed and symmetrical ☐ Head in mid line ☐ Head not arched backwards or chin not extended forwards ☐ Elbows close to side of the body ☐ Forearms can be fully supported if not touch typing ☐ Wrists in a straight line and not lifted too high ☐ Hips slightly higher than or level with knees ☐ Thighs not making contact with under-surface of desk ☐ Feet flat on the floor or footrest (not dangling).		
General lighting		
The lighting (including glare, reflections or shadowing) does not interfere with the tasks that are being performed.		
The lighting is at correct level for visual comfort for the tasks that are being performed.		

Part 2: Computer energy settings

☐ Attach a screenshot of your 'Power and sleep' settings screen with adjustments made, to this section of your Assessment Workbook

Workplace Practical/Simulation Task 2.2 – Plan, design and create spreadsheets

This workplace practical/simulation task addresses competency for the following unit:

BSBITU314	Design and produce spreadsheets

Objective of the task	The purpose of this Workplace Practical/Simulation Task is to assess your ability to plan a spreadsheet design, and create a spreadsheet by entering and formatting data.
Resources include	• Learner Activity Workbook • PowerPoint Slides/Handouts • Workplace/Simulated Workplace • Computer • Microsoft Excel/Google Sheets https://www.google.com/sheets/about/ • Microsoft Excel Help feature • Part 1: Email from the Builder • Part 1: Example of quotation template • Workplace Practical/Simulation Task 2.2 Observation – Plan, design and create spreadsheets
You will be required to complete	Part 1: Quotation template Part 2: Client quotation Part 3: Cost breakdown pie chart Part 4: Cost breakdown column graph
Your task	Refer to the Microsoft Excel help feature for guidance with use of automatic functions, formulas, layout and formatting. Part 1: Quotation template You are the office administrator at Rustic Builders. You have been given the task of preparing a formal quote for a potential client. As Rustic Builders is a new company, it does not have an existing template for client quotations, so you will need to do create this. The Builder has sent you an email with: • The client's details • A breakdown of the costings for the job • An example of the format for the quotation template Prepare a template for client quotations in Google Sheets (online Cloud based Softaware) Using the automatic functions, layout and formula options in Excel, make the

following formatting changes:

- The font is to be Tahoma 11
- Cell borders are to be thin solid black
- Cell titles are to be shaded 'light gray'
- Key in a formula to calculate the cost of each 'material' item (i.e. quantity multiplied by unit price)
- Key in a formula to have the spreadsheet auto calculate the total cost of 'materials'
- Key in a formula to have the spreadsheet auto calculate total cost of 'other charges'
- Key in a formula to calculate the cost of each 'labour' item (i.e. hours multiplied by rate)
- Key in a formula to have the spreadsheet auto calculate the total cost of 'labour'
- Key in a formulate to calculate the 'Subtotal'
- Key in a formula to calculate the 'GST' component
- Key in a formulate to calculate the 'Total' cost
- Name this sheet 'Template'.
- Save this workbook as 'Task 2.2 Your name'.

Now click on the 'Formulas' tab and in the 'Formula Auditing' group, click the 'Show Formulas' button.

Take a screenshot of your Excel spreadsheet with the formulas showing and attach it to your Assessment Workbook.

Part 1 Complete the following:
- Create quotation template
- Attach screenshot of Excel spreadsheet with the formulas showing
- Workplace Practical/Simulation Task 2.2 Observation – Plan, design and create spreadsheets

Part 2: Client quotation

In the same workbook, duplicate the spreadsheet and rename it to 'Client quote'. Then enter the costings for the job and the client's details.

Print the client quotation. Ensure the entire quote fits on a single A4 page and is legible.

Part 2 Complete the following:
- Print and attach the client quotation to your Assessment Workbook
- Workplace Practical/Simulation Task 2.2 Observation – Plan, design and create spreadsheets

Part 3: Cost breakdown pie chart (Microsoft Excel)

In a new worksheet, create a pie chart to illustrate the breakdown of:
- Material costs
- Labour costs
- Other costs

Change the chart title to 'Cost breakdown'.

Add a legend to the chart.

Change the chart design colours to a monochromatic blue.

The font should be Tahoma, black – chart title 14pt, legend 9pt

Take a screenshot of your worksheet (i.e. include the pie chart and data input) and attach it to your Assessment Workbook.

Then print the chart. Ensure the entire chart fits on a single A4 page and is legible.

Part 3 Complete the following:
- Attach a screenshot of your worksheet to your Assessment Workbook
- Print and attach the pie chart to your Assessment Workbook
- Workplace Practical/Simulation Task 2.2 Observation – Plan, design and create spreadsheets

Part 4: Cost breakdown column graph

Now change the 'Chart type' to a 'Clustered Column' graph.

Amend the chart to ONLY include:
- The chart title
- X axis title
- Y axis title
- Primary major horizontal gridlines

Take a screenshot of your worksheet (i.e. include the column graph and data input) and attach it to your Assessment Workbook.

Then print the column graph. Ensure the entire chart fits on a single A4 page and is legible.

Part 4 Complete the following:
- Attach a screenshot of your worksheet to your Assessment Workbook
- Print and attach the column graph to your Assessment Workbook
- Workplace Practical/Simulation Task 2.2 Observation – Plan, design and create spreadsheets

Part 1: Email from the Builder

Hi Office Administrator,

Please find below a summary of the costings for the concreting job for Liam Peterson. I have attached an example of a quotation template to assist you.

Estimate date: 16/10/2019

Estimate number: 002

Description of job: Concrete slab

Liam Peterson
863 Nepean Hwy
Dromana VIC 3936

Materials needed for the job:

Item	Quantity
MGP10 Pine 90x35x2700mm	30 pieces
Trench mesh 3L12TM 6000x300mm	20 rolls
Concrete mesh SL82 6000x2400mm	15 sheets
Bar chairs SPB30 Bag of 100	2 bags
Plastic Black Concrete Film 2M 200Um X 50m	2 rolls
Tie wire TWBP 85m roll	2 rolls
Packing sand (per m^3)	23 m^3
Concrete for foundation (footings) 10 mm	13 m^3
Concrete for slab 10 mm	14 m^3
Packing Gravel 10 mm	8 m^3
Ligatures L3040 (25 pcs in a bundle)	5 bundles

Material price sheet

Item	Price
MGP10 Pine 90x35x2700mm	$5.94
Bar chairs SPB30 Bag of 100	$37.20
Concrete for foundation (footings) 10 mm (per m^3)	$80.00
Concrete for slab 10 mm (per m^3)	$80.00
Concrete mesh SL82 6000x2400mm	$137.00
Ligatures L3040 (25 pcs in a bundle)	$44.00
Packing Gravel 10 mm (per m^3)	$65.00
Packing sand (per m^3)	$31.00
Plastic Black Concrete Film 2M 200Um X 50m	$85.50
Tie wire TWBP 85m roll	$9.00
Trench mesh 3L12TM 6000x300mm	$77.60

Other charges:
- Pre-pour inspection @ $100.00
- Supervisor inspection   @ $100.00
- Formwork @ $350.00
- Dampproofing @ $100.00
- Concrete pump @ $400.00

Labour:
- 3 Concreters will be required for 3 days (total of 32 hours) @ $65/hr
- 2 Labourers will be required for 2 days (total of 24 hours) @ $40/hr

Kind regards,

Billy Hunter
Rustic Builders

Part 1: Example of quotation template

Job location				

Estimate date	
Estimate number	
Customer name	

Quantity	Units	Material	Price	Amount
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
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				$ -
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				$ -
				$ -
Total materials			$	-

Description of work

Other charges	Amount
Total other charges	$ -

Labour	Hours	Rate	Amount
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
Total labour		$	-

Work start date	

_____

Signature

Subtotal	$ -
GST	$ -
Total	$ -

Part 1: Show formulas

☐ Attach a screenshot of your Google sheets spreadsheet with the formulas showing, to this section of your Assessment Workbook

Part 2: Client quotation

☐ Print and attach the client quotation, to this section of your Assessment Workbook

Part 3: Cost breakdown pie chart

☐   Attach a screenshot of your Excel worksheet, to this section of your Assessment Workbook

Part 3: Cost breakdown pie chart

☐ Print and attach the pie chart, to this section of your Assessment Workbook

Part 4: Cost breakdown pie chart

☐ Attach a screenshot of your Excel worksheet, to this section of your Assessment Workbook

Part 4: Cost breakdown column graph

☐ Print and attach the column graph, to this section of your Assessment Workbook

Assessment Task 3 – Projects

In this task, there are a total of 1 project. You must satisfactorily complete all projects.

Project 3.1 – Microsoft Excel

This project addresses competency for the following unit:

BSBITU314	Design and produce spreadsheets

Assessment instructions

- Any templates needed to complete these Assessment tasks, are attached to the Assessment Workbook and must be completed in conjunction with the Assessment task.
- You are able to provide supplementary evidence of the tasks performed on previous occasions, if determined suitable by your Trainer and Assessor. Please ensure that you discuss this with your Trainer if you are unsure.
- If the conditions of these Assessment tasks cannot be replicated in a real-life work task on the day of assessment, your Trainer may conduct all or part thereof in a simulated work practical task, in line with the assessment process for this task.

Refer to the Learner Activity Workbook to help you answer the questions in this task.

Project 3.1 – Microsoft Excel

This project addresses competency for the following unit:

BSBITU314	Design and produce spreadsheets

Objective of the task	The purpose of this project is to demonstrate your understanding of various components within a Microsoft Excel spreadsheet.
Resources include	- Learner Activity Workbook - PowerPoint Slides/Handouts - Computer / Internet - Microsoft Excel
You will be required to complete	Part 1: Microsoft Excel help feature Part 2: Functions in Excel
Your task	Part 1: Microsoft Excel help feature Use Excel's help feature to determine how to apply, customise and save a document theme in Excel. To do this, enter the terms 'document theme' in the Excel help search panel. Once you have done this, take a screenshot of the help task pane with the relevant information, and attach it to your Assessment Workbook. In a step by step procedure, now explain how you can apply your organisation's custom theme to an excel spreadsheet. Part 1 Complete the following: - Attach screenshot of Excel help task pane - In a step by step procedure, explain how you can apply your organisation's custom theme to an excel spreadsheet Part 2: Functions in Excel Excel includes many common functions that can be used to quickly find the sum, average, count, maximum value, and minimum value for a range of cells. Part 2 Complete the following: - Describe how to use the following automatic functions: - Auto fill - Auto sum - Merge and centre - Explain the following examples of functions: - SUM - AVERAGE - MAX - MIN - SQRT - TOD

Part 1: Microsoft Excel help task pane

☐ Attach your screenshot of the help task pane with the relevant information, to this section of your Assessment Workbook.

Part 1: Custom theme in Excel

In a step by step procedure, now explain how you can apply your organisation's custom theme to an excel spreadsheet.

Part 2: Functions in excel

Describe how to use the following automatic functions.

Auto fill	
Auto sum	
Merge and centre	

Explain the following examples of functions.

Function	Example	Description
SUM	=SUM(A1:A100)	
AVERAGE	=AVERAGE(B1:B10)	
MAX	=MAX(C1:C100)	
MIN	=MIN(D1:D100)	
SQRT	=SQRT(D10)	
TODAY	=TODAY()	

Student Assessment Record

The following form must be used to record the assessment date and participation relating to the units of competency. Date of each individual assessment task is to be entered and signed by the learner on the day of completion of the task.

STUDENT NAME: _____STUDENT ID: _____

I hereby certify that this assessment is my own work, based on my personal study and/or research. I also certify that the assessment has not previously been submitted for assessment in any other subject or any other time in the same subject and that I have not copied in part or whole or otherwise plagiarised the work of other learning and/or other persons. I understand that I must date and sign each individual assessment task on the day of completion of the task.

Units of competency

BSBITU314	Design and produce spreadsheets

I have completed/participated the following as:

Assessment Task	Date	Student Signature	Date	Trainer Signature
1. Written/Verbal Questions				
2. Workplace Practical/ Simulation Tasks				
3. Projects				