



# **Level 3 Advanced Technical Diploma in Bricklaying (7905-30)(450)**

**Qualification Report 2022**

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# Foreword

## Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What's behind this summer's VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certifying this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners' work seen below the national boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g. Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

## Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

# Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

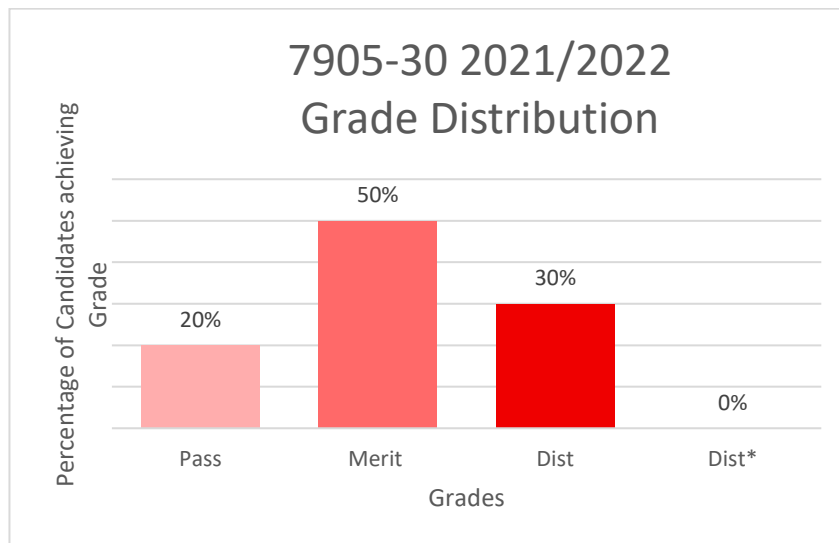
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 7905-001/501 Level 3 Bricklaying – Theory Exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 7905-002 – Level 3 Bricklaying – Synoptic Assignment

# Qualification Grade Distribution

The grade distribution for this qualification during the 2021/2022 academic year is shown below;



This data is based on the distribution as of 16 August 2022.

Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook.

# Theory Exam

## Grade Boundaries

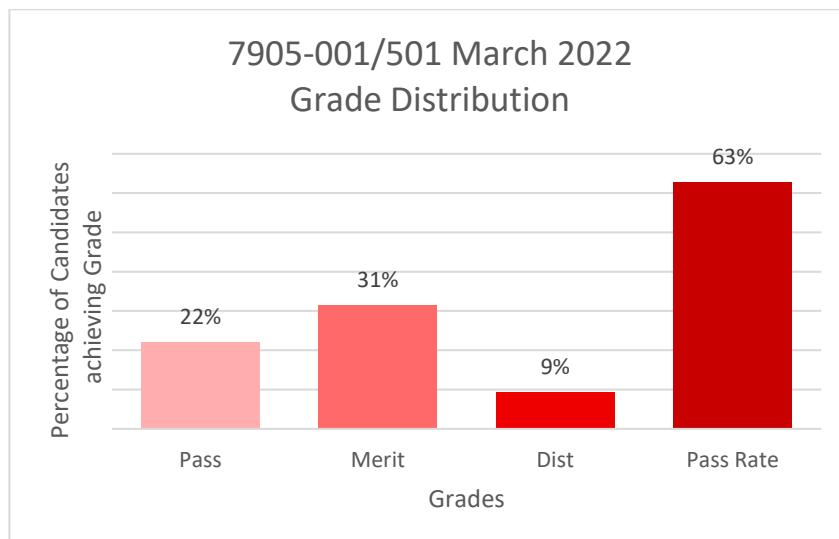
Assessment: 7905-001/501  
Series: March 2022 (Spring)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel.

<b>Total marks available</b>	<b>70</b>
Pass mark	28
Merit mark	35
Distinction mark	45

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

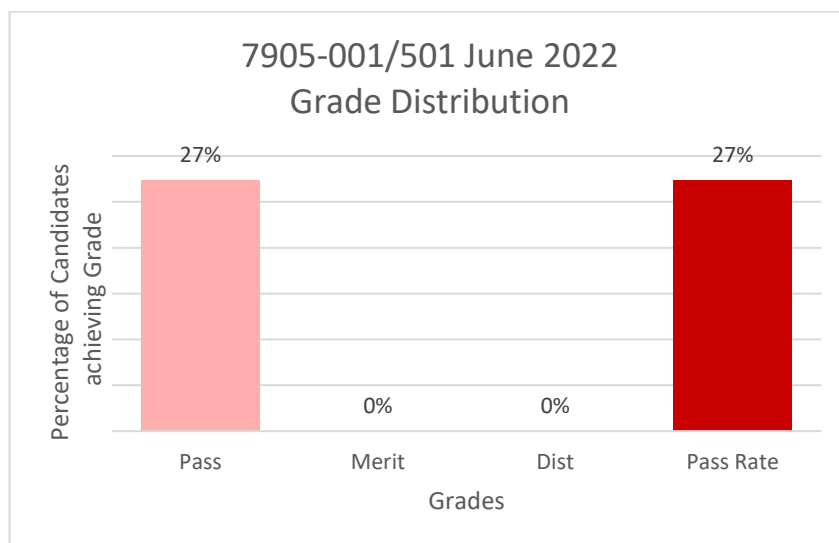
The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account of any marks that have been amended due to generosity.



Below identifies the final grade boundaries for this assessment.

<b>Total marks available</b>	<b>70</b>
Pass mark	24
Merit mark	33
Distinction mark	43

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks.



# Chief Examiner Commentary

## Qualification Title: 7905-001/501 Level 3 Bricklaying –Theory Exam

### Series 1 – March 2022

This component was taken by 32 candidates, 8 candidates took the exam on the Evolve system and 24 candidates took the exam on a paper-based system.

The March 2022 paper covered a range of questions from across the whole of the syllabus. The paper was structured to test recall of knowledge (AO1), understanding (AO2) and applied knowledge (AO4). The paper was a combination of multiple-choice based assessment, short response questions and extended response questions. The complexity and level of questions within this series paper is comparable with previous papers.

Generally, all candidates gained marks on the multiple-choice questions. Candidates did well on the AO1 recall style questions but struggled with AO2 understanding and AO4 applied knowledge questions, particularly where there is a level of reading is required. Some questions were answered without showing a clear understanding of what the question was asking, for example many candidates responded with components from a fireplace when asked for components from a chimney. This would indicate that marks are more accessible if a candidate is encouraged to thoroughly read through the question before attempting their response.

Candidates answered questions that related to practical application more successfully than questions related to theoretical areas. Weakness on the theoretical questions covered areas such as tendering process and the use of penalty clauses in contracts but candidates did show a good, broad understanding of construction terminology. Candidates showed a good awareness of the characteristics of materials used in the construction process. However, insulation values were a topic that lacked a depth of understanding.

The extended response question (ERQ) is designed to allow the candidates to demonstrate their depth and breadth of knowledge, covering a range of topics, giving the candidates the opportunity to discuss in detail their understanding of the planning and carrying out of a piece of work. The ERQ which required candidates to discuss the repair to an archway, produced some good answers but many candidates failed to focus on the process required to carry out the work or to explain the method that would be used to support the arch during the process. The candidates that received the lower marks tended to just give a brief overview of the actions to be taken and limited if any consideration was given to the full scenario. Their responses often lacked attention to detail and showed some gaps in their learning, and the holistic planning of a project.

Candidates need to be reminded of the need to demonstrate their full depth/breadth and range of knowledge and understanding across all topic areas. Centres and candidates are encouraged to consult the handbook while preparing for this assessment to ensure that they have covered all topics to the correct depth. Candidates should also be reminded to read the questions carefully before responding and pitch their answers to the marks available to access all marks possible. During the extended response questions candidates should demonstrate they understand and have analysed the scenario fully and show a confident understanding, giving justifiable reasoning behind their responses to fully access the marks available. Practicing ERQs should build candidates' confidence when sitting the exam and looking in detail at examples of what a well-constructed response looks like would be beneficial to help candidates see where they can use their knowledge to develop an answer and access the full range of marks available.



## Series 2 – June 2022

This component was taken by 11 candidates. The paper covered a range of questions from units 301 Principles of organising, planning, and pricing construction work, Unit 302 Repair and maintain masonry structures and Unit 305 Constructing fireplaces and chimneys. The paper was structured to test recall of knowledge (AO1), understanding (AO2) and applied knowledge (AO4). The paper was a combination of multiple-choice based assessment, short response questions and extended response questions. The complexity and level of questions within this series paper is comparable with previous papers and provides similar coverage of the topic area.

Candidates performed well on the multiple-choice questions and gained marks across all the different units. Unusually, candidates struggled on the AO1 Knowledge (recall) and AO2 understanding questions but performed reasonably well on the extended response question.

Construction knowledge and understanding on Unit 301 and 305 was weaker and responses were limited. Knowledge of fireplaces and chimneys was a particularly weak area, and some questions gained no marks for any of the candidates. Candidates showed very limited knowledge of BIM which is covered in the syllabus. Candidates also lacked knowledge on how to offer a method to improve the insulation in a solid floor. Candidates showed weakness on the theoretical questions and difficulty in developing an answer which involved a description.

Candidates should be encouraged to read questions thoroughly prior to starting extended response questions and gain a clear understanding of what is being asked for. Candidates should be reminded to read the questions carefully before responding and pitch their answers during the extended response questions to demonstrate they understand and have analysed the scenario fully and show a confident understanding, giving justifiable reasoning behind their responses to fully access the marks available. Centres are advised to prepare candidates more thoroughly for the exam practicing examination techniques. The content of the syllabus should also be looked at in more detail and ensure that candidates are provided with sufficient depth of knowledge of the areas included.

# Synoptic Assignment

## Grade Boundaries

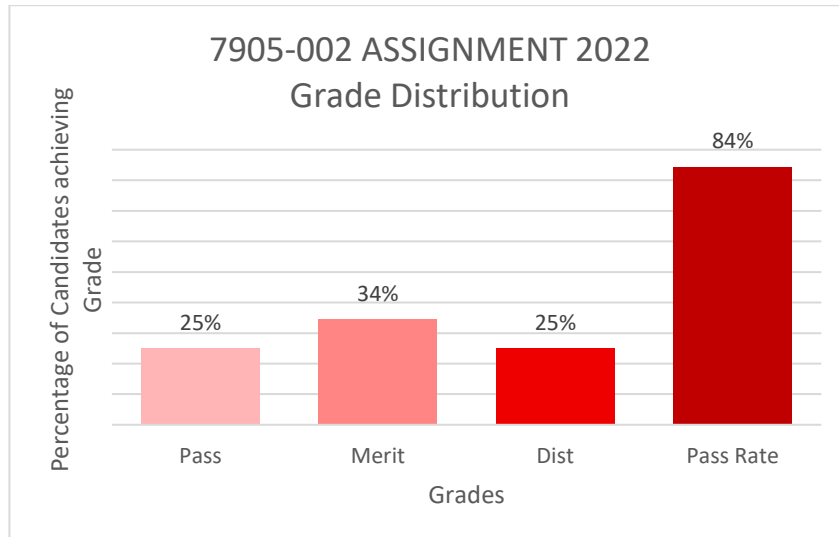
Below identifies the final grade boundaries for this assessment.

Assessment: 7905-002

Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	43

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks.



## Principal Moderator Commentary

The synoptic assignment is designed to cover the elements of the programme not assessed within the knowledge test. For this academic year, the assignment covered the following units

- 303 Constructing radial and battered brickwork
- 304 Constructing decorative and reinforced brickwork

Task 1 was based around a client asking a bricklaying contractor to provide a drawing of a segmental axed arch and label the drawing to identify the Intrados, Extrados, Striking point, Span and Skewback. This differs slightly to previous years as candidates were asked to draw this full size, then produce a wooden template of an axed brick.

Task 2 the client asked the contractor to create a sample wall which would include a brick panel, curved brickwork, and battered brickwork. This will represent an example of the quality of the completed work.

Task 3 candidates were asked to complete a self-evaluation form.

Most candidates did well on Task 1 and were able to produce a good standard of drawing with correctly labelling, while others struggled with accuracy. Lower scoring candidates showed a lack of knowledge and understanding of segmental arch geometry, and some drew a semi-circular arch instead. They also had difficulty labelling all four elements of the drawing correctly. There was differentiation in candidate performance in those who drew in the bricks and the surrounding work to the drawing, although this was not asked for in the task.

Task 2 varied in the way candidates were allocated time, space, and materials to complete the assignment safely without being disturbed. Some candidates were again observed with an obstructed view of plumbing points through poorly positioned models. The assignment this year consisted of less bricks than previous years, however had significantly more cuts involved, particularly on the battered buttress part of the model. Most candidates were able to produce the panel wall to a satisfactory standard, with this design being less challenging in comparison to previous years to compensate for the complexity of the battered work. The centre of the structure required candidates to create a curved step. Several candidates struggled to set this out to fit the opening between the piers as seen on the drawing. The range of finish to the right-hand pier was particularly varied among the candidates. The battered brickwork and brick on edge proved very challenging for many candidates. Lower scoring candidates had difficulty with this element of the build but still completed the model. Greater use of preparation time would have helped. A final point of differentiation was the expectation that the three component parts of the structure would line up to resemble a wall as outlined in the brief. Higher scoring candidates managed to achieve this, however many candidates struggled to do this. The photographic evidence was generally of good quality and followed the guidelines in terms of number and elevations required.

Task 3 candidates had to complete a self-reflection/evaluation form, and this has proven to be an excellent tool for assessment and moderation purposes as the candidates generally gave an honest reflection on their own strengths and areas for development. It was noted that candidates tended to type up their evaluation this year, giving the finished task within this assessment a professional appearance.

### AO1 Recall

The drawing was completed with the setting out of the axed arch to scale. There were some very good, scaled drawings, fully labelled and arch bricks drawn in. Most candidates had no difficulty

setting out the main model, but some did have difficulty with the curve step. It was not obvious that a template was produced to assist the build of the curved work. Loading out was generally completed prior to starting to build the task. Recall of knowledge was accurate at this stage.

#### AO2 Understanding

There were problems with understanding the logical sequence of work and using a line for setting out. The main body of the wall progressed well but the problems began with the raking and cutting. There was also some misunderstanding with the position of the curved work on many models as it did not match the drawing. There was little evidence of templates being used in some centres. As the raking cut to the battered wall was always going to be difficult there was no evidence in some centres as to how the cuts were established and the batter maintained when building. Understanding how to complete the task in the most efficient and effective way seemed difficult. However there were some excellent examples submitted.

#### AO3 Practical Skills

Almost most of all the candidates completed the model. This assessment objective carries 40% of the marks and is marked against the tolerances and practical skills. There were cases where it was unclear why marks were awarded or deducted as tolerances were not specified by the assessor. The panel, plumbing surround, and lining in were obvious problems from the photographs. However, the poorest work was the raking and cutting, and the curved work failed to match the drawing in several cases. There was also some excellent work that should be commended.

#### AO4 Bringing it all together

Most candidates used their Knowledge, Understanding and Skills to complete the task within the required time. This was seen on the evaluations and evidenced on the PO forms. The opposite was true of those who had difficulty with the more complex parts of the model and had difficulty with the time.

#### AO5 Attention to detail

The evidence indicated a range that the attention to detail, checking the quality of finish, accuracy, tolerances, were all evident. Although there was a difference in the level of finish as you would expect, which showed poor attention to detail in some cases. Lower scoring candidates tended to have found the cutting and rake very difficult. The finish of the work lacked attention to detail which gave a poor-quality finish to the build. Good housekeeping of work area was generally evident.

#### Summary

All centre marking was in tolerance with centre marks accepted. Standardised assessment practice to accurately judge performance was evident. All tutors must be familiar with the marking grid and work should be undertaken on this to improve standardisation within the centres. Judgments should include the full range of evidence. There was use of verbal questioning without interfering with the practical work, to supplement knowledge and understanding. The content of the Practical Observation forms must refer to what has been done well and what has not been done so well. The Candidate Record Forms must have accurate descriptions of why the marks are being awarded or not. Centres are generally good at this, but some centres can still improve. The photographic evidence was generally of good quality and

supported moderation; however, some centres are still submitting more than is required and sometimes the photographs are of poor quality.