

# **7908-501/001 – Plastering (Solid)– Theory Exam**

**March 2022**

## **Examiner Report**

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## Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and 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 the **March 2022** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;  
**7908-501/001 – Plastering (Solid)– Theory Exam.**

# Theory Exam – March 2022

## Grade Boundaries and distribution

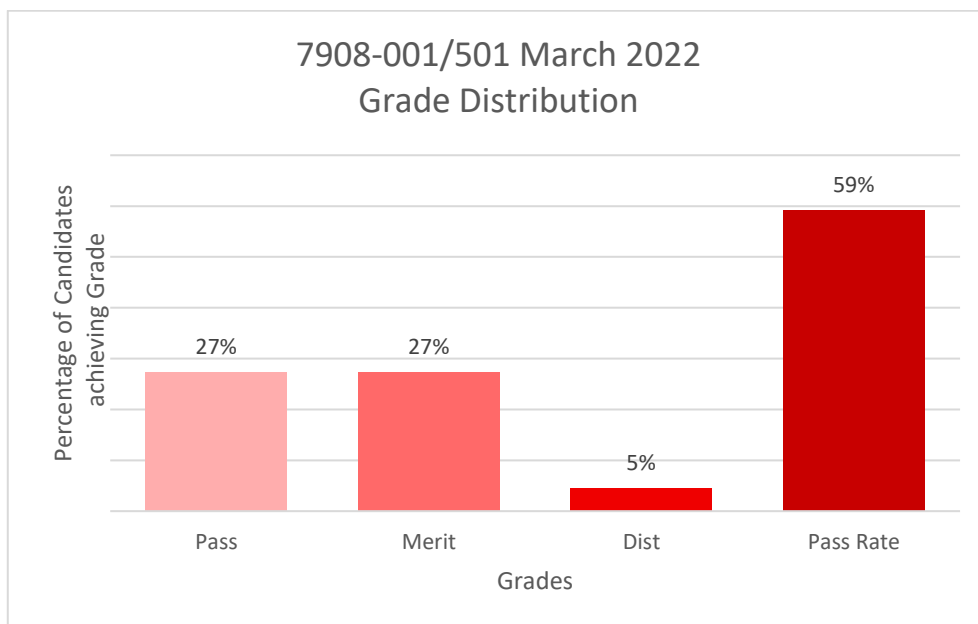
Assessment: **7908-501/001**

Series: **March 2022**

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	37
Distinction mark	47

The graph below shows the approximate distribution of grades and pass rates for this assessment:



# Chief Examiner Commentary

## General Comments on Candidate Performance

**Assessment component: 7908-501/001**

### Series 2 - March 2022

This was the second series of the Level 3 Advanced Technical Diploma in Plastering exam, with a small decline in the overall achievement rate comparing to March 2019.

The areas the cohort performed well within the multiple-choice section includes: Recognising areas that require insulation, planning labour for construction work, preparing basic substrates for the application, identifying hand tools for keying a floating coat, recognising least environmental heating systems, selecting appropriate H&S control measures, selecting types of specialist cement, and identifying defects found in plasterwork.

The candidates performed well and demonstrated good knowledge and understanding in the following topic areas: planning, identifying, and recognising hazardous plastering substances, health and safety legislation, CAD, the benefits of using lightweight plaster and identifying the use of hand tools for applying and finishing plastering systems.

Many candidates in the cohort demonstrated weaknesses in the multiple-choice questions covering the following topics: Planning and regulations governing buildings with regards to building design, construction documentation such schedules and manufactures instructions, recognising the use of additives, knowledge of plastering systems when preparing backgrounds.

Many candidates demonstrated weakness in knowledge and understanding questions relating to the installation of an Expanded Metal Lath to reinforce a background, identify types of foundations, information found on a manufacturer's instruction and defects found on finishing plaster.

Some candidates found several questions challenging; these questions were mainly process questions and required learners to explain or describe a methodical work method. Topics associated in this area included forming and making good chases, the use of bonding agents and additives, application of a pricking up coat and the use of expanded metal lath, understanding planning regulations and the use of Energy performance certificates.

In terms of the extended response question, candidates were asked to present a solid plastering system for a two-storey extension. There was a slight improvement in the responses compared to previous years.

Most candidates within the cohort provided a comprehensive report detailing most methods of work but lacked the understanding of the importance of planning and sequencing of the installation process.

Some candidates struggled to understand the scenario and did not provide much detail towards planning, preparation, and selection of materials and resources to carry out the work. There was no supporting statement which contained facts and details of what needed to be completed with regards to safety, protecting the property and waste

disposal. It was also clear that the candidates failed to identify and select appropriate materials, additives, beads and recognising basic methodical work methods that are considered to complete this type of work.

Candidates were awarded higher marks in this question when they provided a thorough account of planning and preparation justifications, elaborating on methods to carry out the work but not detailing essential materials and resources specific to the task. Health and safety and waste disposal was also included.

Following the candidates' overall response to the question paper, performance evidence suggests that there is a need to focus on knowledge and understanding in the topic areas mentioned above as well as the following: planning and building control, scheduling construction work, key construction documents and their purpose and environmentally designed buildings, recognising performance plasterboards, backing coats and reinforcing structural defects, recognition between traditional and modern plastering methods and systems, using SBR bonding agents and stating the benefit of preblended gypsum plasters compared to traditional materials.

Centres are advised to revisit the current handbook, schemes of learning and previous exam papers to fine-tune the delivery of their programmes.

In preparation for future examinations, it would be beneficial for learners to read up on Internal plastering and Principles of construction topics to reinforce their understanding. Both topics are covered in the C&G textbooks and Smart Screen packages, this would enable learners to be further prepared for the multi choice question section of the exam paper.

Centres are encouraged to consult the sample paper to ensure they mirror and familiarise the way responses enable candidates to explain and describe methods and techniques. Where a question asks for an explanation of a process a detailed answer in a logical order will ensure candidates are awarded the best possible marks. When preparing candidates for the Extended Response Questions, centres should ensure they focus on planning the structure of a response.

**Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here**

[Plastering qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/qualifications/plastering)