# Level 2 Technical Certificate in Bricklaying (7905-20)

## Qualification Report 2024

# Contents

# 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.

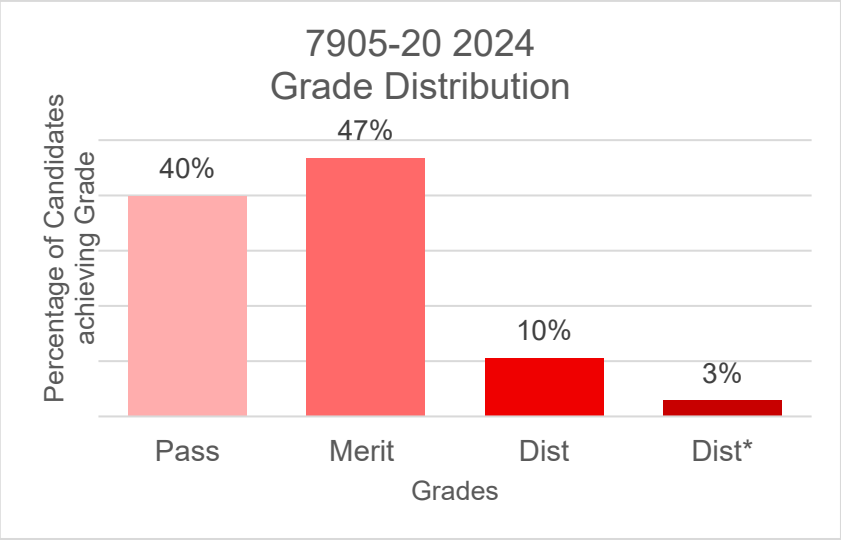
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2024 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments.

- 7905-003/503 – Level 2 Bricklaying – Theory Exam
    - March 2024 (Spring)
    - June 2024 (Summer)
- 7905-004 – Level 2 Bricklaying – Synoptic Assignment

# Qualification Grade Distribution

The grade distribution for this qualification during the 2023/2024 academic year is shown below.




This data is based on the distribution as of 19 August 2024.

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 Exams

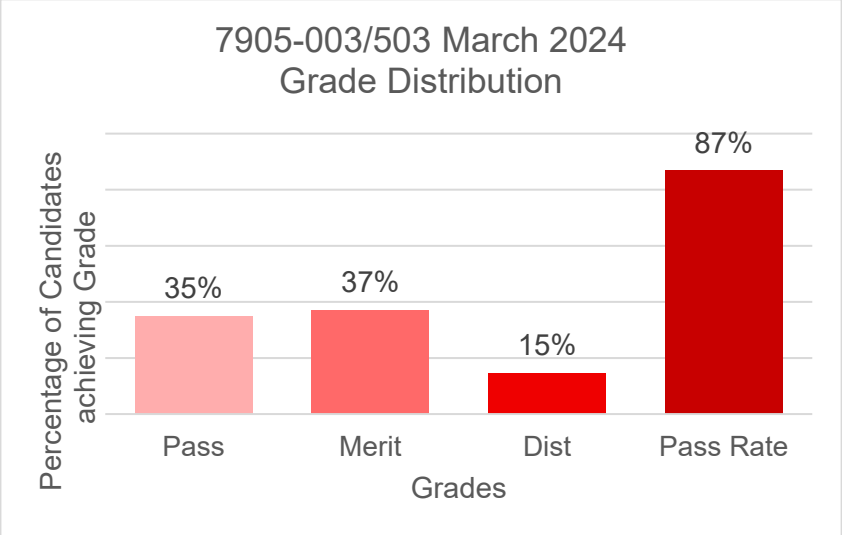
## Grade Boundaries

Assessment: 7905-003/503
Series: March 2024 (Spring)

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

| Total marks available | 60 |
|---|---|
| Pass mark | 28 |
| Merit mark | 37 |
| Distinction mark | 47 |

The graph below shows the approximate distributions of grades and pass rate for this assessment:

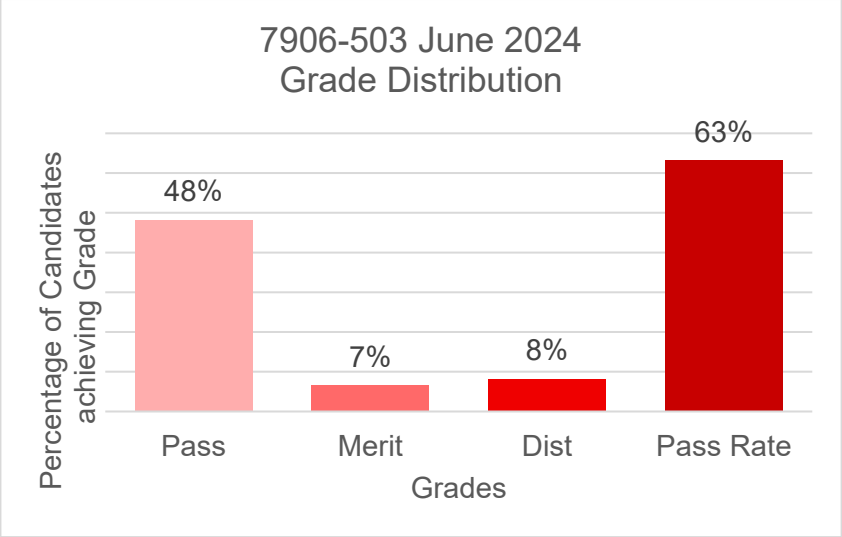


Assessment: 7905-003/503
Series: June 2024 (Summer)

Below identifies the final grade boundaries for this assessment,

| Total marks available | 60 |
|---|---|
| Pass mark | 28 |
| Merit mark | 37 |
| Distinction mark | 47 |

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: 7905-003/503 Level 2 Bricklaying –Theory Exam**

**Series 1 –** March 2024 (Spring)

The paper was a multiple-choice based assessment. The paper was structured to test recall of knowledge (AO1), understanding (AO2) and applied knowledge (AO4). The paper covered a range of questions from units 201 Principles of construction and 202 Building cavity walls.

In Unit 201 Principles of construction, all the AO1 and AO2 questions were all answered well by candidates. The AO4 questions around substructure proved to be challenging.

In Unit 202 Building cavity walls, candidates generally performed well across AO1, AO2, and very well in AO4, with some weakness shown in the following areas:

- AO1 Topics - 1.1 Information sources, 2.3 Protect the work environment, 4.3 Form openings in cavity walls and 4.4 Protect the work environment.
- AO2 Topics - 2.2 Form openings.

To improve candidate performance, centres are advised to reinforce the above topics when delivering the underpinning knowledge of these subjects.

Centres should raise candidates' awareness of the structure of the exam paper by revisiting past papers provided by the City and Guilds and encourage candidates to read the textbooks available for Level 2 Bricklaying and SmartScreen materials.

Centres are encouraged to promote good exam technique. Candidates must ensure they read the questions very carefully before selecting their responses and structure their time appropriately to allow sufficient time to read the options and make their selection. Candidates may benefit from advice on structuring their time appropriately to be able allow sufficient time to read the options prior to making their selection.

**Series 2 –** June 2024 (Summer)

This component is a multiple-choice based assessment. The paper was structured to test recall of knowledge (AO1), understanding (AO2) and applied knowledge (AO4).

The paper covered a range of questions from units 201 Principles of construction and 202 Building cavity walls.

Unit 201 Principles of construction, most of the AO1 and AO4 questions were responded to well this series, with none of the AO4 questions posing a challenge. This unit has been steadily improving over the past three series, which demonstrates that candidates are gaining a well-rounded knowledge, understanding and application of the topics within this unit.

Just over half the AO2 questions were answered correctly, with some areas of weakness demonstrated around the following topics:

- 2.3 Technical drawings
- 2.4 Health and Safety legislation
- 4.1 Substructure.

For Topic 4.1 candidate responses were generally weak on AO1 and AO2 questions and this has been a theme in previous series. Centres would be encouraged to strengthen the teaching and learning within this topic beyond the basic knowledge to enable candidates to answer questions in future.

Unit 202 Building cavity, all the AO1 questions within this unit were well responded to and generally candidates performed well on these questions.

Over half of the AO2 questions were responded to very well, which demonstrated that candidates had a good understanding of the topics within this unit.

There were weaknesses demonstrated in all AO4 questions within unit. The AO4 questions this series covered the following topics:

- 1.1 Information sources
- 1.2 and 3.2 Calculate quantities for masonry walls and cavity walls
- 2.2 Forming openings
- 4.2 Building cavity walls

Centres would be encouraged to strengthen the teaching and learning within these topics beyond basic knowledge and recall enabling candidates to answer AO2 and AO4 questions within these topic areas in future.

To further improve candidate performance, centres are advised to reinforce the identified topics of weakness when delivering the underpinning knowledge of these units. Candidates must ensure they fully read the questions carefully before selecting their responses and structure their time appropriately to be able allow sufficient time to read the options and make their selection.

# Synoptic Assignment

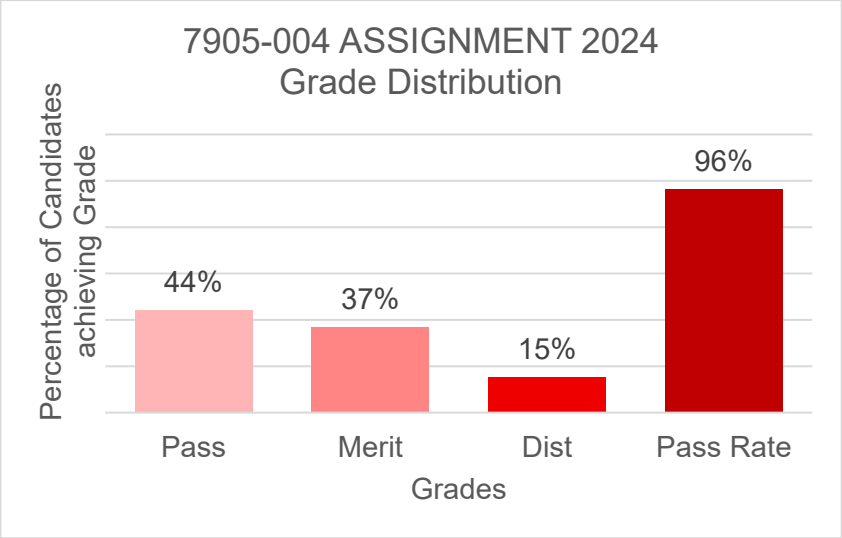
## Grade Boundaries

Below identifies the final grade boundaries for this assessment,

Assessment: 7905-004
Series: 2024

| Total marks available | 60 |
|---|---|
| Pass mark | 24 |
| Merit mark | 36 |
| Distinction mark | 48 |

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.

- 202 Building cavity walls.
- 203 Building solid walls and piers.
- 204 Constructing basic arches.
- 205 Setting out buildings.

The synoptic assignment was based around the setting out and build of a cavity wall with partial fill insulation.

- Task 1 required candidates to draw an arch to scale and label the parts.
- Task 2 required candidates to set out and build a cavity wall.
- Task 3 required candidates to produce a self-evaluation of their performance when carrying out the assignment.

The tasks were completed to a varied standard, with the majority achieving a medium to high standard of work. Candidates with the lower marks tended to neglect plumbing, gauge and ran out of time. It was not true of all candidates, as there was some outstanding work.

Task 1 was completed by all candidates but very few produced a drawing that was to scale. Most candidates were able to label the component parts accurately. Often a lack of drawing practice was apparent.

In Task 2 there is a window in the front elevation and an attached blockwork pier to the inner leaf wall. Lintel, cavity tray, weep holes, cavity closer DPC and wall ties are to be fitted to meet the Building Regulations. The assignment needed setting out and fully loading out before beginning to build the wall. Most candidates approached the task well and managed to complete the task in the allocated time, some candidates required extra time. The work produced was generally to a good standard, but many of the finished items lacked attention to detail (AO5) and bringing it all together (AO4), with not many of the tolerances being met.

Where candidates were provided with used bricks, this was reflected in the quality of the finished work produced by candidates. Centres should be aware that the quality of the materials provided to candidates can impact the overall quality of the finished work.

Task 3, the candidate self-evaluation was very comprehensive and assisted moderation. Candidates were honest in their reflection on their areas of strengths, weaknesses and what they would do differently. It was encouraging that tutors were ensuring guidance was given on presentation and content.

**AO1 Recall/Knowledge**
Several candidates lacked knowledge of how to produce a scaled drawing. Questioning was used very effectively by some centres to assess the candidate's knowledge for the setting out and work to DPC stage. Also the Practical Observation forms picked up the areas where candidates performed well, this aided the assessment process.

**AO2 Understanding**
Candidates generally showed an understanding of how to complete the assignment in a well organised and logical sequence, with some candidates performing better than others.

Some candidates completed the tasks with little guidance and this was reflected in the marks awarded by the Assessors. Candidates that interpreted the information in the brief well were able to execute the tasks with little to no confusion. The Practical Observation forms were completed by the assessors and provided good evidence and commentary.

**AO3 Application of Practical / skills**
The quality of work within the cohort varied with most of the candidates working within the set tolerances and the recommended time. There was a small number of candidates who failed to complete the task, and there were many candidates who achieved a very high standard.
It is important that the assessors mention the performance against the tolerances when assessing. Several assessors failed to mention how far out of tolerance plumb, level and gauge were when allocating marks.

**AO4 Bringing it all together**
Most candidates were able to use their knowledge, understanding and skills to complete the assignment in a safe manner and within the recommended time. Some candidates were better organised than others which resulted in good standards of work.

Candidates that scored low in this area generally worked at a slower pace which resulted in these candidates rushing to complete in the recommended time, compromised the quality of the finished task.

**AO5 Attention to detail**
The degree of accuracy varied across the cohort. Candidates that were well organised and planned the work managed to produce a good quality task in the allocated time, continuously checking the quality of their finish and working within tolerances. Loading out prior to commencing the practical task proved beneficial to candidates, allowing them time to produce higher quality practical task in a timely manner.

Some candidates work lacked the final touches of attention to detail and little time had been spent on the cleaning of the finished work. Smudging on the face of brickwork, missed pointing, plumb, level, gauge, face plane and not following the drawings were some of the issues.

**Summary**
The setting out, including the first course laid were beneficial to candidates. Some candidates set the job out the wrong hand. The front elevations and rear elevations of the completed wall including name board and date made it easier to moderate.

There were some excellent details and justifications within the Candidate Record (CRF) and Practical Observation forms (PO), with some assessors being very thorough, giving detailed reasoning for the marks they had allocated, and other assessors were brief with little justification of the marks. The PO form should not be used to allocate marks but to capture notes and information during the construction process on candidates' performance which can be used to complete the CRF, allocating marks accordingly and noting if tolerances have been met.

Standardisation has been evident in most centres; however single tutors are still having problems with this area. Centres must continue to work at this. Some tutors were having difficulty allocating marks using a holistic approach. It was the first time with this qualification for several centres, and the marking system should be easier to work with next time. The comments on the marking grid are very useful when allocating marks.