Level 2 Technical Certificate in Bricklaying (7905-20)

Qualification Report 2025

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.

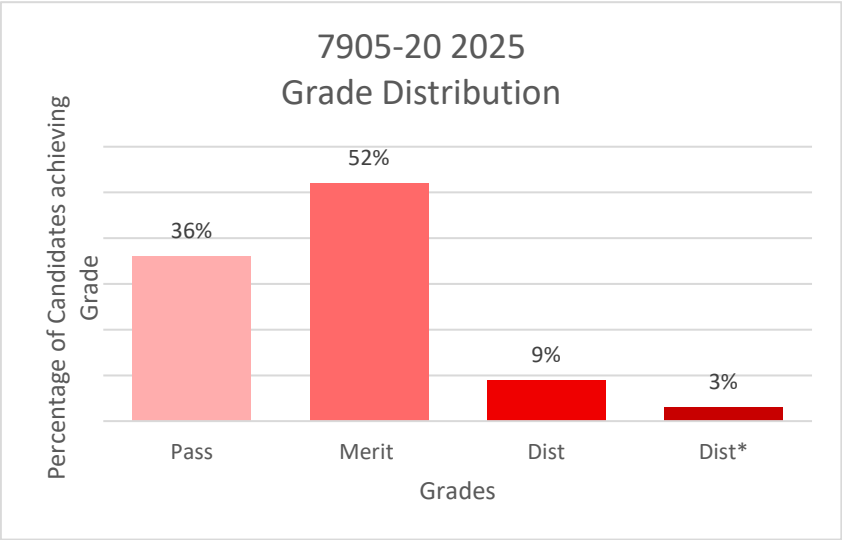
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2025 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments.

- 7905-503 – Level 2 Bricklaying – Theory Exam
  - March 2025 (Spring)
  - June 2025 (Summer)
- 7905-004 – Level 2 Bricklaying – Synoptic Assignment

Qualification Grade Distribution

The grade distribution for this qualification during the 2024/2025 academic year is shown below.



This data is based on the distribution as of 19th August 2025.

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

Theory Exams

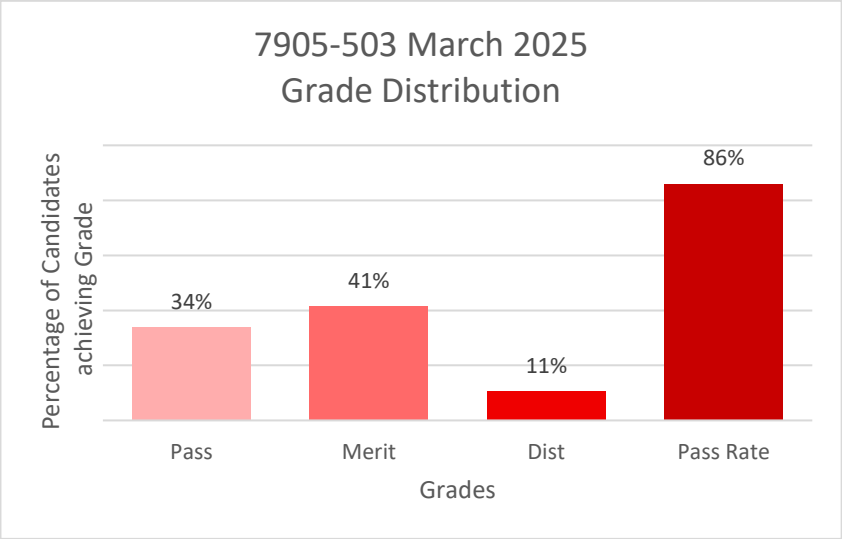
Grade Boundaries

Assessment: 7905-503
Series: March 2025 (Spring)

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

Total marks available	60
Pass mark	31
Merit mark	40
Distinction mark	50

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

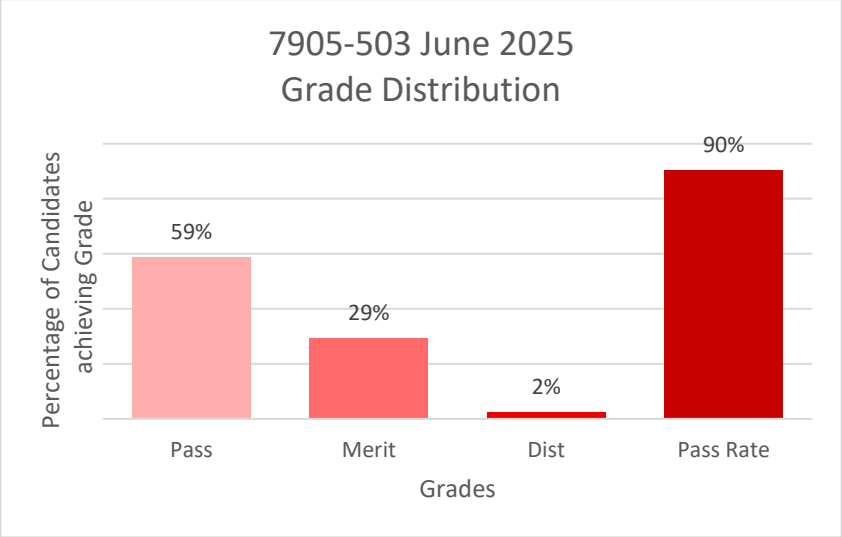


Assessment: 7905-503
Series: June 2025 (Summer)

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 using the above boundary marks:



Chief Examiner Commentary

Qualification Title: 7905-503 Level 2 Bricklaying –Theory Exam

Series 1 – March 2025 (Spring)

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.

All of the questions were attempted by all candidates.

Unit 201: candidates provided good responses to most of the questions covered within this unit but showed some weakness in an AO2 and AO4 question relating to topic 4.1 Substructures. This has been a consistent theme from previous series.

Areas of strength within this unit were seen in the following topics:

- 5.2 Floors.
- 5.3 Roofs.

Unit 202: candidates generally answered the questions well across the assessment objectives. Areas of strength were seen in the following topics:

- 2.1 Bond and build single leaf masonry walls.
- 4.2 Build cavity walls.

It was noted that some areas that proved challenging within this unit were related to the following topics:

- 2.2 Forming openings.
- 1.2 Calculating quantities.

The more complex AO4 calculation question showed that a large proportion of candidates did not allow for the waste percentage within the calculation, resulting in an incorrect selection.

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 that they fully read the questions before selecting their responses and structure their time appropriately to allow sufficient time to read the options and make their selection.

Series 2 – June 2025 (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.

All of the candidates attempted all the questions.

Unit 201: candidates responded well to most of the questions, across all the assessment objectives covered within this unit. All the AO1 questions performed well with no underperforming items.

AO2, good performances were demonstrated within this unit, with some weaknesses demonstrated and these were related to the following topics:

- 1.2 Roles of team members and career progression.
- 1.3 Communication within construction team.

The AO4 questions within this unit have been improving from series to series. Areas of strength and strong performances were demonstrated in the following topic:

- 2.2 Types and uses of construction information.

There was only one area of weakness demonstrated, and this was related to the following topic:

- 2.3 Technical drawings used in the construction industry.

Improved performance was seen in questions related to topic 4.1 Purposes and materials of substructure. This topic has consistently underperformed in previous series, but candidates responded well to the questions around this topic in this series.

Unit 202: the responses to the questions within this unit were weaker than in previous series. In previous series this unit tended to perform better than unit 201 as this is the trade specific unit.

AO1 good responses demonstrated in answering these questions and strengths were seen in topic 4.1 Walling components. Topics where candidates performed well included:

- 1.2 Calculate quantities for building single leaf masonry walls.
- 4.1 Walling components.

Areas with the greatest weaknesses demonstrated across the cohort were related to questions around the following topics:

- 1.1 Information sources used during planning.
- 4.2 Building cavity walls.
- 4.4 Protect work environment.

Questions related to AO2 and AO4 questions proved to be more challenging for many of the candidates and the more theoretical based questions showed significant weaknesses in areas such as:

- 3.3 Prepare materials for building cavity walls.
- 3.2 Calculate quantities for building cavity walls.
- 4.2 Build cavity walls.

AO4 questions around build cavity walls have consistently underperformed from series to series.

In many cases, the selection of answers chosen by candidates would suggest that candidates were resorting to guessing rather than having the required knowledge to answer the questions, specifically around the areas of weakness.

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

Synoptic Assignment

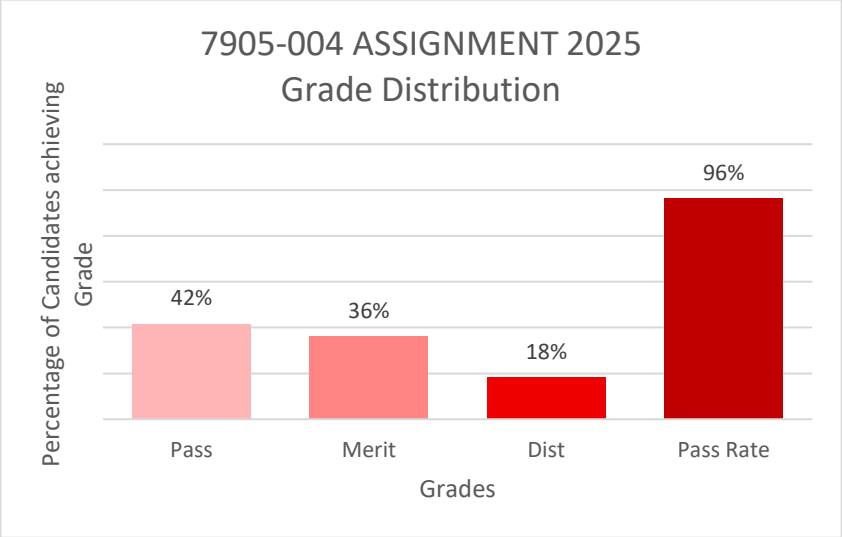
Grade Boundaries

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

Assessment: 7905-004
Series: 2025

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 covers elements of the qualification that are not assessed by the knowledge test. The assignment covered the following units:

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

This academic year, the synoptic assignment was based around the setting out and build of a cavity wall with partial fill insulation. It has an opening with a lintel, DPC tray and weep holes, a short return quoin with a raking cut and it has cavity closers to close the cavity around the opening.

- Task 1 required candidates to draw and annotate a rough ringed arch to scale.
- Task 2a required candidates to compile a resource list.
- Task 2b required candidates to set out and build a cavity wall.
- Task 3 required candidates to produce a self-evaluation of their performance.

The tasks were completed to a varied standard, with candidates achieving marks right across the range. Candidates with the lower marks tended to neglect plumbing and gauge, while others did not have time to finish. Some candidates produced outstanding work and completed timely.

Task 1: was completed by all candidates, but very few produced a drawing that had proportion and was to scale. Some drawings generally appeared to show a lack of practice. Most candidates were able to annotate the arch components accurately.

Task 2: most candidates approached the task well and managed to complete the task in the recommended time. Candidates that scored well in this task showed that the insulation was neatly clipped back to internal skin of the cavity wall, weep holes were positioned correctly, cavity were closed correctly and there was clear detailing of the DPC over the lintel.

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 some of the tolerances not being achieved and some candidates did not complete within the recommended time.

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 and the motivation of the candidates.

Task 3: the candidate self-evaluation assisted the awarding process. Candidates were honest in their reflections on their strengths, their development areas and on what they would do differently.

AO1 Recall of knowledge
Most candidates lacked knowledge of how to produce a proportional or scaled drawing. The Practical Observation forms picked up the areas where candidates performed well and this supported the awarding process.

AO2 Understanding
Candidates generally showed an understanding of how to complete the assignment in an organised and logical sequence, with some candidates performing better than others. Most 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 clarity and again the Practical Observation forms provided good evidence and commentary.

AO3 Application of Practical / skills
The quality of the candidates work varied widely, 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 candidates who achieved a remarkably high standard of work. It is important that the assessors mention the performance against the tolerances when assessing. Some assessors failed to mention how far out of tolerance, plumb, level and gauge the candidates were when allocating marks.

AO4 Bringing it all together
Most candidates were able to use their knowledge, understanding and skills to complete the assignment safely and were able to organise their workspace effectively. Candidates that scored low in this area generally worked at a slower pace, which resulted in them having to rush to complete in the recommended time. This compromised the quality of the finished task and some of the detailing.

AO5 Attention to detail
The degree of accuracy varied across the cohort. Candidates that were well organised and planned the work, managed to produce good quality work 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 work in a timely manner. Some candidates' work lacked attention to detail and little time had been spent on the cleaning and jointing of the finished work. Some finished brickwork had smudging on the face and missed pointing. Plumb, level, gauge and face plane did not meet the tolerances by some candidates.

Summary
The setting out, including the first course laid, was beneficial to candidates in maintaining bond and joint sizes. The justifications within the Candidate Record (CRF) and Practical Observation forms (PO) are good, with some assessors producing very thorough commentary. These assessors gave detailed reasoning for the marks they had allocated, with comments articulated using the wording from the boundary descriptors. Other assessors were brief, with little justification of the marks and where this occurs, the awarding of candidates' work is made more difficult. The PO form should not be used to allocate marks, but to capture notes and information during the construction process on candidates' performance. These notes 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 standardisation.