

7905-30 Level 3 Advanced Technical Diploma in Bricklaying

2016/17

Qualification Report

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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.

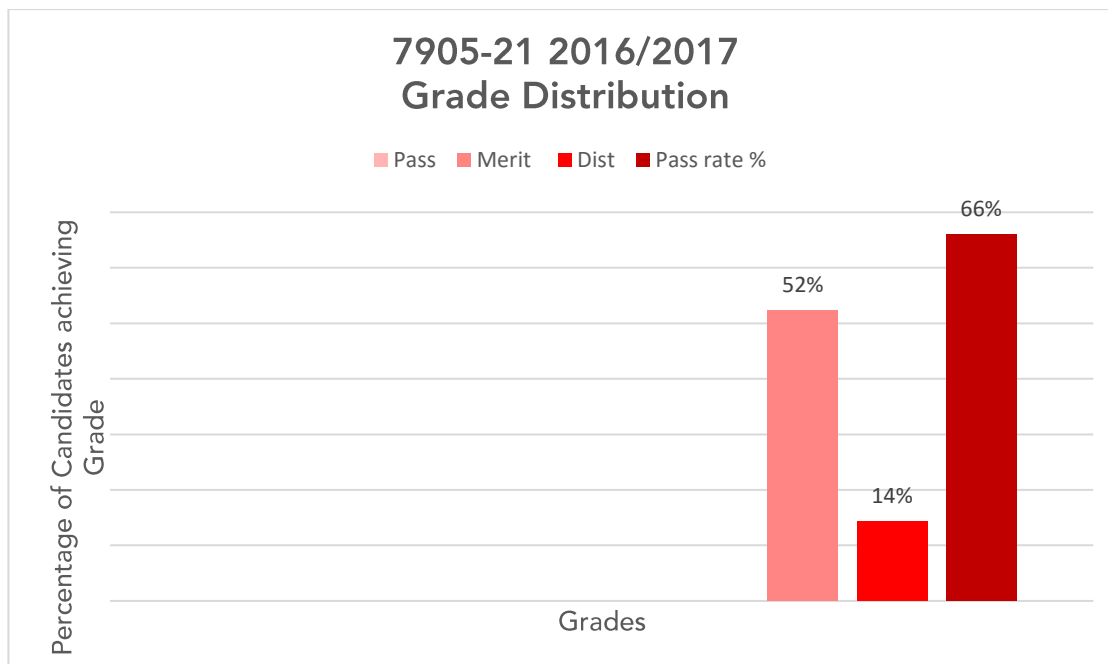
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2017 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
 - April 2017
 - June 2017
- 7905-002 Level 3 Bricklaying – Synoptic Assignment

Qualification Grade Distribution

The grade distribution for this qualification during the 2016/2017 academic year is shown below



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

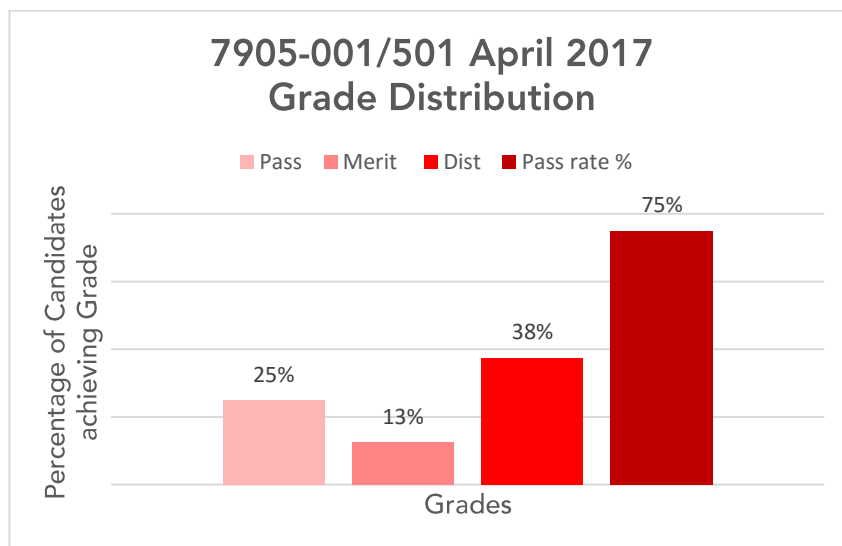
Assessment: 7905-001/501

Series: April 2017

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

Total marks available	70
Pass mark	30
Merit mark	39
Distinction mark	49

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

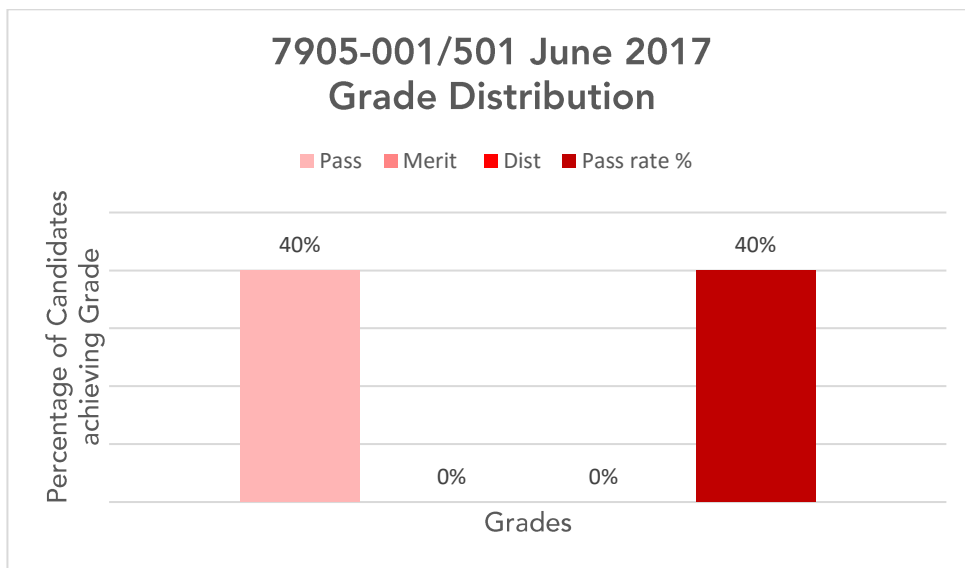


Assessment: 7905-001/501
Series: June 2017

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

Total marks available	70
Pass mark	27
Merit mark	36
Distinction mark	46

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



Chief Examiner Commentary

7905-31 -001/501 Level 3 in Bricklaying- Theory exam

Series 1- April 2017

The question paper aimed to provide a well-balanced range of questions across the subject area and the majority of candidates that attempted all of the questions in the time allowed. Some candidates showed a clear knowledge of documentation used in the industry and a good knowledge of regulations that apply to the industry. Other candidates showed a difficulty in identifying the use of documentation or its use and a poor knowledge of the work role of key personnel that work in the industry.

There were some aspects of the exam where difficulty arose through a lack of attention to what the question was actually asking for, probably caused by not reading the question clearly rather than not having the knowledge required.

There were some areas where the candidates showed a lack of basic knowledge about construction technology and many candidates did not know the difference between tensile strength and compressive strength.

The extended answer questions were attempted by most candidates but few managed to set out a logical approach to the scenario and many gave little or no consideration to the protection of the work area or the cleaning up and control of dust.

Less than a handful of candidates did not attempt the extended response question, which resulted in no marks lowering their overall score for the paper.

Some candidates did not seem to like the extended answers and found it difficult to express the answers in written terms.

Most of these candidates would have benefitted from breaking the task down in to small activities and using the order to provide a clear method of carrying out the work.

Series 2 June 2017

The exam was taken by five candidates and a range of marks from 24% to 39%.

Most of the candidates gained a reasonable amount of marks from the multiple choice questions but when the questions required written responses the candidates struggled to articulate an answer that would meet the requirements of the question. It must be noted that there are two questions on the paper that jointly represent 31% of the overall mark so poor or lack of responses to these questions significantly affected the overall mark achieved. The short answer questions that were worth 6 marks or less held 54% of the marks whilst the multiple choice questions only hold 15% of the marks. This requires candidates to be capable of producing answers with some depth and it appears that these are the questions that the candidates have found to be the most difficult.

Some candidates provided short answers, recalling basic knowledge however had difficulty accessing higher marks, as they were unable to demonstrate clear understanding through clear explanations. Some candidates failed to attempt questions, providing no answers at all.

In questions where candidates were asked to provide a fixed number of items i.e. four items of equipment, some candidates provided additional examples over and above the number required in the question. This led to their answers showing a 'scatter-gun' approach, which demonstrated no clear understanding or knowledge of the area being tested. Candidates should be made aware that this approach is not appropriate and will result in them losing marks rather than gaining additional marks.

The cohort showed a lack of knowledge regarding the removal and replacement of existing materials and components. All candidates provided responses however none of the candidates identified that the actual defect was due to corroded wall ties. Candidates were able to recall defects however these defects weren't appropriate to the context of the question they were asked.

There were some areas where all candidates did not understand the role or responsibility of the personnel involved in the tendering process.

It was concerning to note that despite featuring within the synoptic assignments candidates were unable to accurately provide an explanation of the method of establishing the striking point for a segmental arch.

Where candidates attempted the extended response question they did not draw upon crucial information from the scenario given in the question. The scenario required candidates to identify the need to preserve the existing appearance of the chimney stack. Candidates failed to consider the reclamation of existing materials and capturing accurate images of the stack in its existing form and condition that would allow the stack to be re-constructed to match the original. Candidates gave no consideration to the protection of the interior of the building during construction work.

Synoptic Assignment

Grade Boundaries

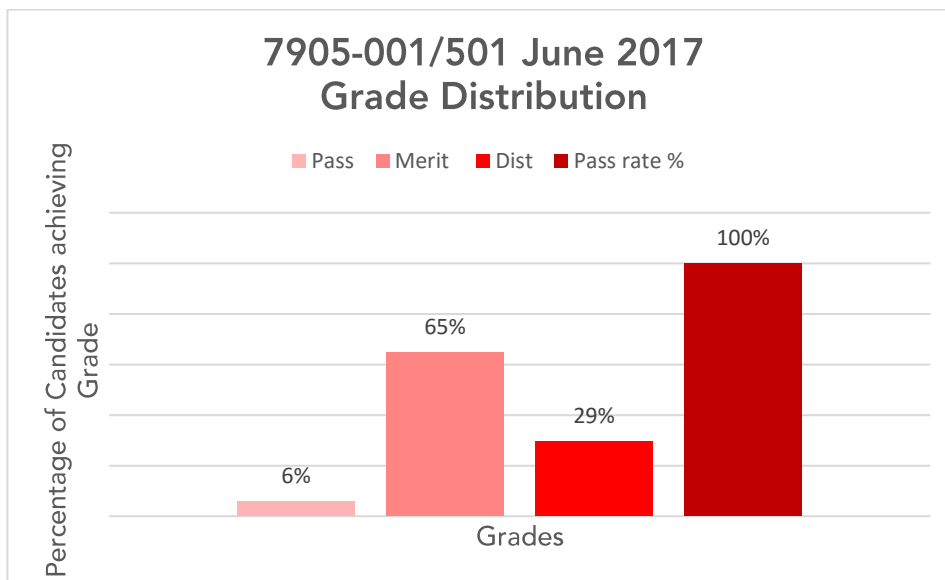
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 7905-002

Series: 2017

Total marks available	60
Pass mark	26
Merit mark	36
Distinction mark	46

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



Principal Moderator Commentary

A small number of centres submitted evidence for moderation. There was some disparity between the amount and detail within the evidence uploaded for moderation with confusion around how to use the provided forms to capture sufficient evidence. The requirements for photographic evidence were set out and shared with centres and were complied with. On the whole the photographs were consistent with the assessor's observation notes however there were occasions where the photographs appeared to contradict the observation record submitted.

Candidates had performed very well overall with no failures recorded. One of the key objectives of task 2 was to allow the candidates' time to set out the wall, then load out the job with materials, ready to begin building. This may have happened, but it wasn't clear in the evidence supplied.

Task 1 was generally set out on large wooden boards and the appropriate setting out equipment used. The necessary geometrical setting out, as indicated in the assessment, was completed, and the lines were clearly visible. All candidates made a template, marked and cut the voussoirs.

Task 2, the setting out of main wall was generally not an issue, however, to achieve the 45 degree angle required the use of a squint or dogleg bricks. Some of the candidates using the squints didn't allow for this and the wall was 7 bricks plus the squint instead of 7 bricks. The general appearance of the models was good, however, the panel was, as expected, the area for most errors. The quality of cutting around the decorative panel, and the panel not being symmetrical were the main areas of weakness. There were no issues with health and safety as risk assessments appeared to have been completed correctly and PPE worn at all times, however there was evidence provided showed some poor working practices.

Performance against each AO

AO1

Recall of knowledge relating to the learning outcomes in task 1 and 2 appeared to have stretched several candidates, particularly when setting out the arch and setting out and constructing the decorative panel. However, all candidates completed the tasks. There was no evidence of correctly positioning materials in any of the candidate's photographs. One model was set out and built with the squint quoin on the wrong side.

AO2 Understanding was key to developing the knowledge and achieving the completed project, which was quite complex in parts. Setting out the arch and remembering the geometrical process was quite difficult, and assessors commented on candidates struggling with this, however it was not reflected in the marks submitted by centres but was addressed in moderation. The evidence suggests the learners managed to work their way through the process and completed the task.

The panel on most models was not symmetrical, however, assessors mainly failed to comment on this or adjust marks accordingly. Several candidates who used squint bricks didn't allow for this in the length of the wall, making the wall a quarter of a brick too long. The candidate's interpretation of the drawing indicated there was some confusion, as many built the main wall as two separate piers with the decorative panel in the front and blockwork at the rear of the wall. There were no blocks specified and it was intended that the back wall ran through as one.

AO3 All models were complete and photographic evidence submitted for tasks 1 and 2. Candidate record forms and practical observation forms, helped to form an opinion on the performance of the candidates. Generally the standard of work was good, however some evidence clearly indicated poor working practices such as working from the wrong side of the wall, laying of courses of bricks without a line and irregular spacing of the dogtooth course.

AO4 The application of knowledge, understanding and skills in order to complete the tasks were evident. Some were planned, prepared and completed to the drawing and specification, and some had errors. Mainly the points previously mentioned, cuts around the panel, length of wall, using blocks on the rear, setting out and not loading out.

AO5 The evidence indicated that the attention to detail in most cases was very good, in most cases keeping work clean and defect free. Good housekeeping and consideration for others.

Best practice

A clear photograph of the first course set out, laid and materials positioned ready for work would have helped the moderator. The front elevation photographs with the candidate and their name and date were excellent. The detail given within the candidate record forms and practical observation forms varied from centre to centre. Some centres were very thorough, giving extensive reasoning for the marks they have applied, whereas others gave only one or two sentences with little justification of the marks applied. In future, assessors should try to relate

their mark justifications to the band descriptors within the marking grid. If possible, these tasks should be completed over full working days to provide continuity for the candidate.

Where candidates had access to new materials this enhanced the appearance of the finished model.