

# **7908-20 Level 2 Technical Certificate in Plastering**

**Qualification Report 2019**

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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.

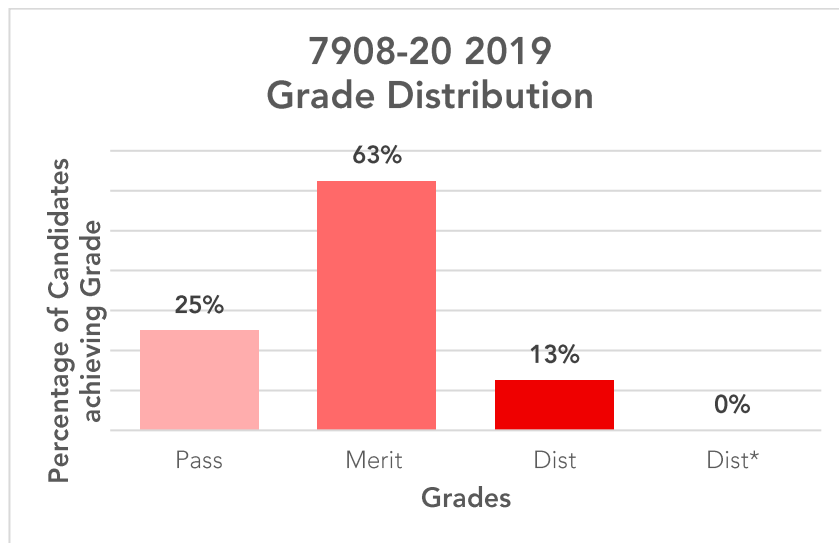
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 7908-005 and 505 Level 2 Technical Certificate in Plastering – Theory exam
  - March 2019 (Spring)
  - June 2019 (Summer)
- 7908-006 Level 2 Technical Certificate in Plastering (Solid) – Synoptic Assignment
- 7908-008 – Level 2 Technical Certificate in Plastering (Fibrous) - Synoptic Assignment - no evidence submitted this year.
- 7908-010 – Level 2 Technical Certificate in Plastering (Interior systems) – Synoptic Assignment – no evidence submitted this year.

# Qualification Grade Distribution

The approximate grade distribution for this qualification 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. The grade distribution shown above could include performance from previous years.

# Theory Exam

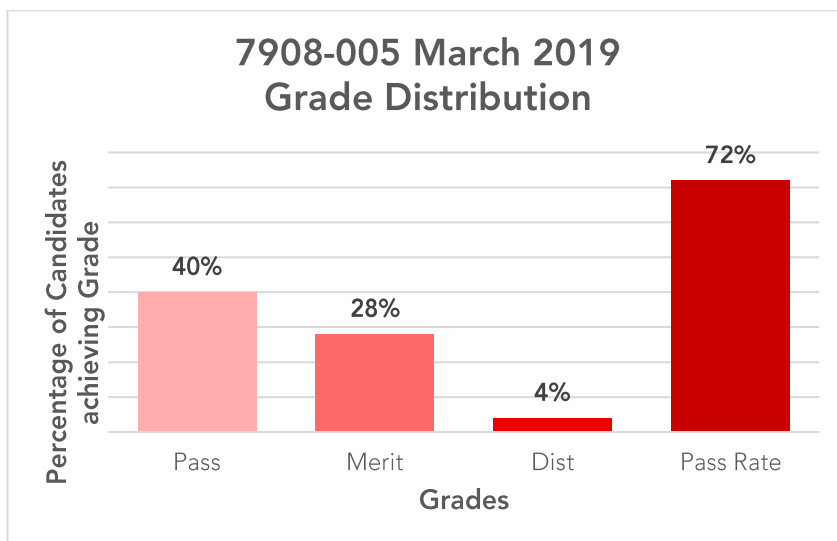
## Grade Boundaries

Assessment: 7908-005 and 505  
Series: March 2019 (Spring)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	27
Merit mark	35
Distinction mark	44

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

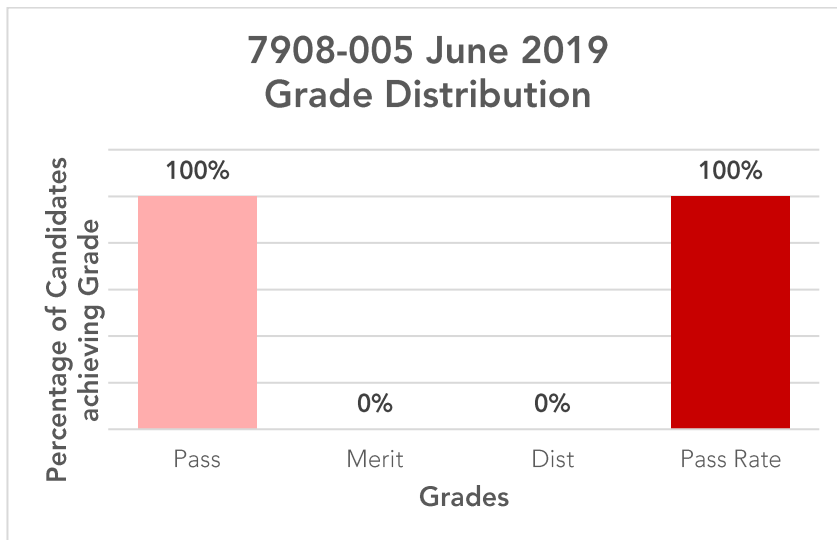


Assessment: 7908-005 and 505  
Series: June 2019 (Summer)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	27
Merit mark	35
Distinction mark	44

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



# Chief Examiner Commentary

## 7908-005/505 – Level 2 Technical Certificate in Plastering - Theory exam

### Series 1 – March 2019

This was the third series of the Level 2 Technical Certificate in Plastering exam. The paper was found to fully meet the requirements of the test specification. The exam paper for this year performed in line and on a par with the 2018 exam paper series.

Candidates were able to demonstrate simple recall of fact and knowledge, but performed less well in terms of understanding and application.

There were several questions that performed well. These included health and safety legislation, preparing floated surfaces, identifying and recognising plastering tools. Candidates performed poorly on questions relating to the identification of drawings and causes of moisture related defects, preparing backgrounds with slurries and knowing when different electrical voltages may be used.

The majority of learners failed to recognise procedures for solving basic problems associated with applying plastering systems, preparing backgrounds, using and locating performance plasterboard, calculating quantities of materials and the causes of structural defects.

The applied knowledge questions covered content across unit 201 Principles of Construction and unit 202 Internal Plastering and Fixing Sheet Materials. The scenarios mainly related to problem solving defects. These type of questions proved to be the most challenging in the paper and required a good understanding of the consequences of defective plastering systems being installed.

It is evident from the exam paper that candidates did not have sufficient background knowledge in some key areas. Centres need to consider their delivery to ensure depth of understanding in topics such as identifying basic background characteristics, the process for preparing backgrounds with EML and applying and preparing floating and finishing coats. Also, candidates need to demonstrate coverage of mixing materials, using additives and bonding adhesives and working out basic calculations.

Centres are advised to revisit current handbooks, test specifications and previous papers to fine tune the delivery of their programmes.

## Series 2 – June 2019

This was the fourth series of the Level 2 Technical Certificate in Plastering exam. The paper was found to fully meet the requirements of the test specification. The exam paper performed in line and on a par with the previous exam paper series. Candidates were able to demonstrate simple recall of fact and knowledge, but performed less well in terms of understanding and application.

There were several topics that performed well, including; health and safety legislation and induction, manufacturers' information for products, identifying images on drawings, preparing floated surfaces and identifying plastering tools and equipment.

Candidates performed poorly on questions relating to the roles and responsibilities of professionals in the work place, building team and site communication, installation processes for installing plasterboard and applying plaster systems in order to comply with Building Regulations. Building elements and defected surfaces also proved challenging. Candidates also struggled on questions relating to when different electrical voltages may be used and recognising types of services such as water, drainage etc.

The majority of learners failed to recognise procedures for solving basic problems associated when calculating various plastering products and calculating quantities of materials. The most challenging questions were those relating to applied knowledge covering content across unit 201 Principles of Construction and unit 202 Internal Plastering and Fixing Sheet Materials. These questions were based on correct processes for correct workmanship, problem solving and identifying remedies for problematic plastering surfaces and backgrounds.

Centres need to consider their delivery to ensure depth of understanding in Plastering topics such as identifying basic background characteristics eg composite, timber and masonry. Learners need to be familiar with preparing different backgrounds with EML and be able to recognising appropriate internal plastering systems, including applying and preparing floating and finishing coats. Also, candidates need to understand procedures for mixing traditional and modern plasters which may include the use of additives to enhance the performance of mixes. Areas which learners need to improve on are when to use appropriate types of bonding adhesives for various backgrounds to receive cementitious backing plaster and gypsum based backing and finishing plasters to ensure adequate bond to backgrounds. Learners also need to understand the roles of professionals, methods of communication within the building team, identifying structures and elements and health and safety legislation and the use of Building Regulations when installing various plastering and plasterboard systems.

Working out basic calculations was highlighted as a concern as learners found working out areas to calculate amounts of plaster or plasterboard to cover surfaces to be problematic.

Centres are advised to revisit current handbooks, test specifications and previous papers to fine tune the delivery of their programmes.



# Synoptic Assignment

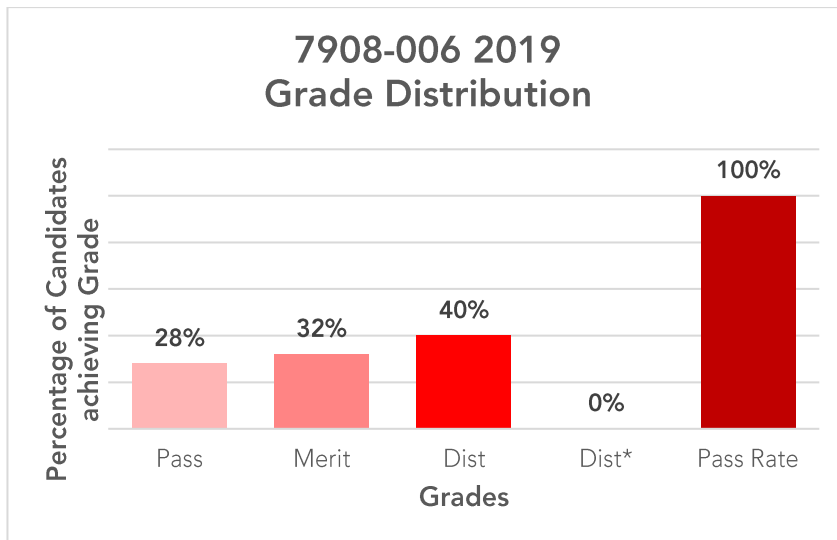
## Grade Boundaries

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

Assessment: 7908-006  
Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	26
Merit mark	35
Distinction mark	45

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



## Principal Moderator Commentary

The synoptic assignment for this year was set with five tasks which included the following activities:

Task 1 a proposal document offering advice to the client on choosing between modern and traditional floor screed systems. There was good quality evidence submitted by the centres and the standard was much better in terms of detail and presentation compared to the previous year.

Task 2 included producing a resource list to identify the tools, equipment and materials that would be required to carry out the practical activities set in task 3 and 4.

Task 3 covered the setting out and installation of plasterboard to a timber stud background and overall this task performed very well. Candidates were able to demonstrate their skills for setting out, installing beads and applying backing and finishing coat plasters.

Task 4 included setting out and installation of bell beads to form a drip and a plain face render finish to a pillar and overall, this task was performed well as candidates were able to demonstrate their skills for setting out, measuring, installing beads and applying two coat external render to form a plain face smooth finish.

The images uploaded of the completed tasks were very clear and of good quality. However, there were minor instances where images were not fully supportive of candidates work as recommended in the assignment brief.

Some candidates demonstrated a high level of skill during the practical tasks which enabled them to achieve higher marks. All candidates complied with health and safety during the practical tasks.

### Performance against each AO

AO1 Recall of knowledge in tasks 3 & 4 appeared to have stretched several candidates, particularly when setting out before installing plasterboard and fixing different types of internal and external beads. The marks given for this task were above average. There was evidence of correctly positioned materials from images supporting justification.

AO2 Understanding was key to developing the knowledge and successfully completing the tasks. The photographic evidence demonstrated that work had been completed to the appropriate standard. Justifications made by the assessor's also included constructive feedback on the candidate's performance. The evidence also suggested that the learners managed to work their way through the tasks in a logical manner.

AO3 Generally, the standard of practical work was competent to very good. However, some evidence indicated poor working practices such as incorrect lining of fixings, gathering on beads, poorly keyed surfaces, uneven internal corners and blemishes on surfaces consolidated surfaces.

AO4 The application of knowledge, understanding and skills in order to complete the tasks were evident. The assessor's feedback to candidates included statements that the work tasks were planned, prepared and completed to the drawing and specification.

AO5 The evidence indicated that the attention to detail in was very good, with the majority of candidates keeping work clean and defect free. In addition, candidates showed good housekeeping and consideration for follow on trades. However assessors/markers need to justify why high marks are provided as this was not the case in some centres when completing the documentation.

**Best practice**

Centres uploaded the assignment as one document which contained the necessary evidence to allow the moderation to be completed within the time scale. However, there were a number of photographs that were submitted for moderation which were either poor quality or lacked clarity. The rationale for the marks awarded in some cases was very brief and did not contain enough detail. Some reasoning for the marks had been applied, whereas others gave only one or two sentences with little justification of the marks applied. In future, assessors/markers should try to relate their mark justifications to the band descriptors in detail within the candidate's record form when allocating higher end marks.

Some centres had allocated and pre-planned synoptic tests on a weekly basis to prevent overcrowding in workshop and minimise congestion. All centres underwent a moderation visit which made the marking and recording process standardised. All centres complied with the moderation visit and there were some excellent plastering skills on display.