

Level 2 Technical Certificate in Plastering (7908-20)

Pathways: Solid

Fibrous

Interior Systems

Qualification Report 2022

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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 2022 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

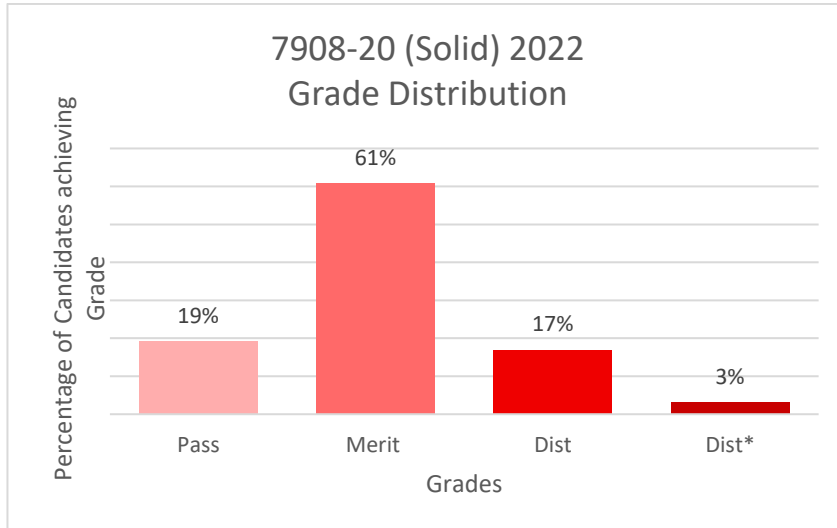
The document provides commentary on the following assessments;

- 7908-005/505 Level 2 in Plastering – Theory exam
 - March 2022 (Spring)
 - June 2022 (Summer)
- Pathway 1 – Solid:
 - 7908-006 Level 2 in Plastering (Solid) – Synoptic Assignment
- Pathway 2 – Fibrous:
 - 7908-008 Level 2 in Plastering (Fibrous) – Synoptic Assignment
- Pathway 3 – Interior Systems:
 - 7908-010 Level 2 in Plastering (Interior Systems) – Synoptic Assignment

Qualification Grade Distribution

Pathway 1: 7908-006 Plastering (Solid)

The grade distribution for this qualification during the 2021/2022 academic year is shown below;

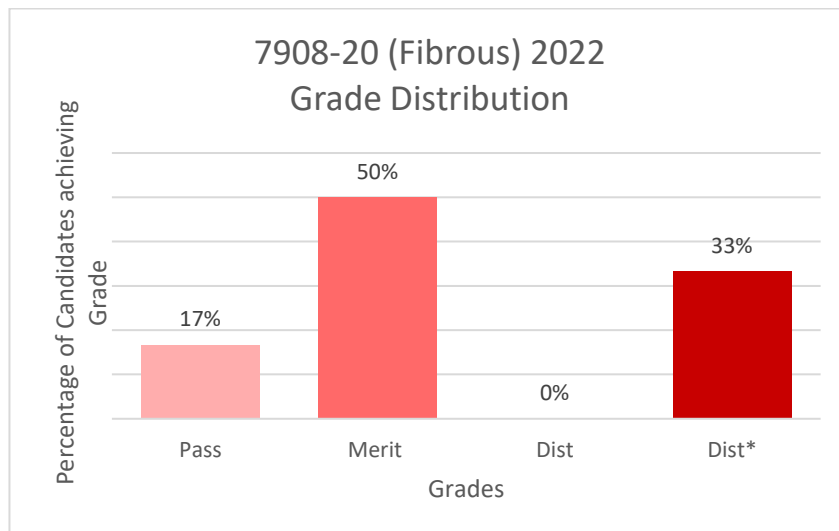


This data is based on the distribution as of 22 August 2022.

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

Pathway 2: 7908-008 Plastering (Fibrous)

The grade distribution for this qualification during the 2021/2022 academic year is shown below;

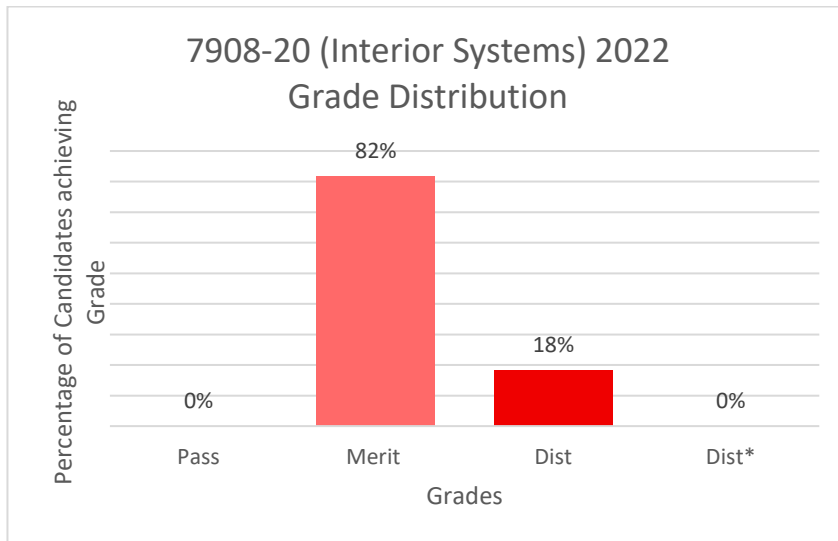


This data is based on the distribution as of 22 August 2022.

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.

Pathway 3: 7908-010 Plastering (Interior Systems)

The grade distribution for this qualification during the 2021/2022 academic year is shown below;



This data is based on the distribution as of 22 August 2022.

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 and distribution

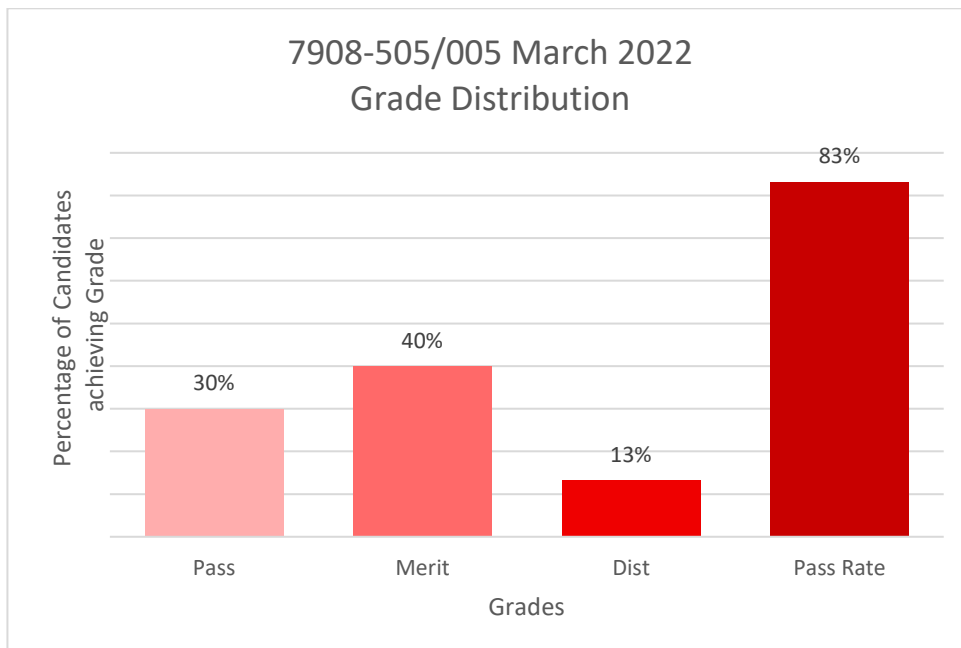
Assessment: **7908-505/005**
Series: **March 2022 (Spring)**

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

Total marks available	60
Pass mark	27
Merit mark	35
Distinction mark	44

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account of any marks that have been amended due to generosity.

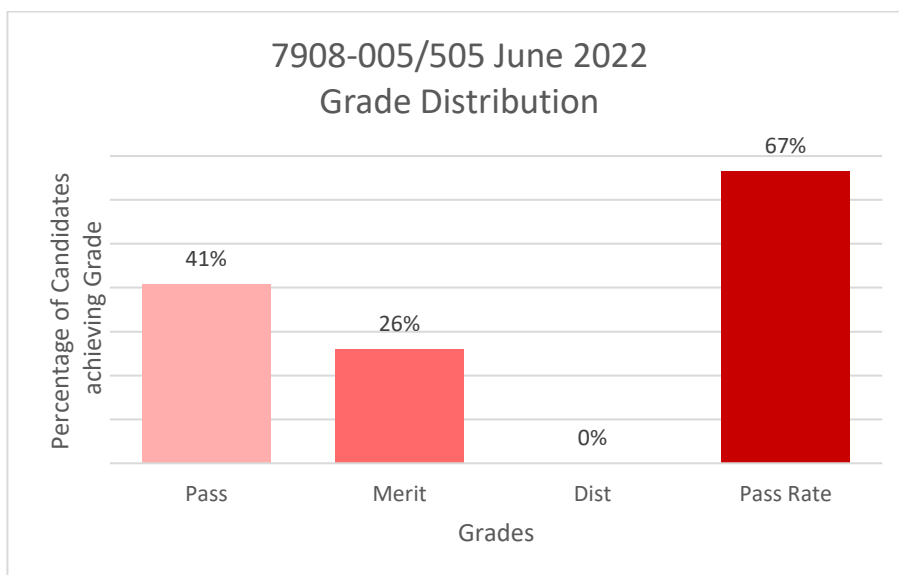


Assessment: **7908-005/505**
Series: **June 2022 (Summer)**

Below identifies the final grade boundaries for this assessment.

Total marks available	60
Pass mark	24
Merit mark	32
Distinction mark	41

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: 7908-005/505

Series 1 - March 2022

This was the fourth series for Level 2 Technical Certificate in Plastering. The paper was found to fully meet the requirements of the test specification handbook. The exam paper for this year performed in line and on a par with the 2019 exam paper series.

Questions ranged between knowledge, understanding and applied knowledge covering two topic areas, unit 201 Principles of Construction and Unit 202 Internal Plastering and Fixing Sheet Materials.

Candidates performed well and demonstrated good knowledge and understanding in the following topic areas:

- use of basic additives and adhesives for forming key
- use of various hand tools as part of their practical course
- identifying various types of performance plasterboard
- correct method for mechanical and direct bond installation
- working out the calculation process and rounding up to the correct quantity
- problem-solving scenarios.

Candidates demonstrated weakness in knowledge and understanding questions relating to:

- identifying professional roles in the construction industry
- installation of various building components
- use of construction documents such as labour schedules and specifications
- identifying basic plastering hand tools
- use of additives to enhance plaster performance
- various methods for preparing background surfaces
- recognising and identifying the use of every day hand tools and additives for different performing plastering systems.

Candidates also demonstrated weakness in the following topic areas:

- identifying stud centres for fixing plasterboard and selecting the correct type of thin coat and standard beads for forming splayed returns
- producing movement joints
- background characteristics and preparation
- use of additives and adhesives and selecting the correct reinforcement for timber backgrounds.

Some candidates found a few questions challenging; these questions were mainly working out calculations for linear measurements and allowing for waste when calculating whole sheets of plasterboards for surface areas.

The applied knowledge questions covered content across Unit 201 Principles of Construction and Unit 202 Internal Plastering and Fixing Sheet Materials which mainly focus on scenarios that reflect problem solving defects. These types of questions proved to be the most challenging.

Candidates need to be reminded of the need to demonstrate their full depth/breadth and range of knowledge and understanding across all topic areas. Centres and candidates are encouraged to consult the handbook while preparing for this assessment to ensure that they have covered all topics to the correct depth. Candidates should also be reminded to read the questions carefully before responding and pitch their answers to the marks available to access all marks possible. During the extended response questions candidates should demonstrate they understand and have analysed the scenario fully and show a confident understanding, giving justifiable reasoning behind their responses to fully access the marks available.

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/uk/qualifications/technical-qualifications/plastering-qualifications-and-training-courses)

Series 2 – June 2022 (Summer)

This was the fifth series for Level 2 Technical Certificate in Plastering, with a cohort of 20 learners sitting the exam. The paper was found to fully meet the requirements of the test specification handbook.

Questions ranged between knowledge, understanding and applied knowledge covering two topic areas, unit 201 Principles of Construction and Unit 202 Internal Plastering and Fixing Sheet Materials.

Candidates showed a lack of understanding with regards to:

- identifying professional roles in the construction industry
- installation of various building components for walls, floors and roofs
- the use of construction documents such as drawings and specifications
- the difference between binders and aggregates
- the use of different additives to enhance plaster performance
- various methods for preparing background and identifying compatible plasters
- performance plasterboards for various plaster systems.

Calculation questions performed better however the candidates struggled to work out when linear measurements and area measurements are used when fixing beads and applying plaster to surfaces.

Candidates should be familiar with using additives such as waterproofer, SBR and grit adhesives for forming key and various hand tools on a weekly basis as part of their practical course however they struggled to recognise and identify these when asked in the exam.

It is evident from the exam paper that candidates did not have sufficient background knowledge in; background characteristics and preparation, the use of additives and adhesives, identifying binders and aggregates and recognising when performance plasterboards are used.

Candidates failed to identify the correct type of thin coat and standard beads for forming splayed returns and producing movement joints and select the correct reinforcement for timber backgrounds.

The applied knowledge questions covered content across Unit 201 Principles of Construction and Unit 202 Internal Plastering and Fixing Sheet Materials which mainly focus on scenarios that reflect problem solving defects. These types of questions proved to be the most challenging for candidates. For candidates to succeed in these questions they will require a good understanding of the consequences of defective plastering systems being installed.

Centres are advised to revisit current handbooks, test specifications and previous papers to fine-tune the delivery of their programmes. Candidates should also be reminded to read the questions carefully before responding and pitch their answers to the marks available to access all marks possible.

Synoptic Assignment

Grade Boundaries

Pathway 1: 7908-006 Plastering (Solid)

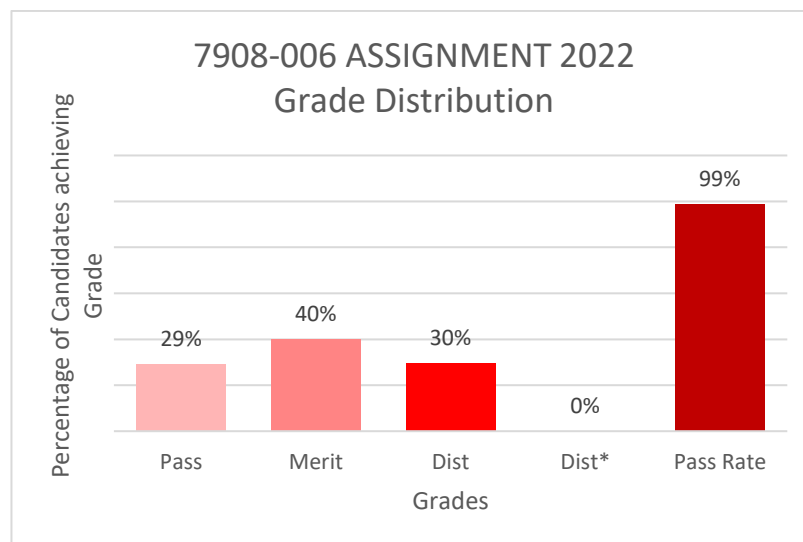
Below identifies the final grade boundaries for this assessment

Assessment: 7908-006 (Solid)

Series: 2022

Total marks available	60
Pass mark	21
Merit mark	31
Distinction mark	41

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks.



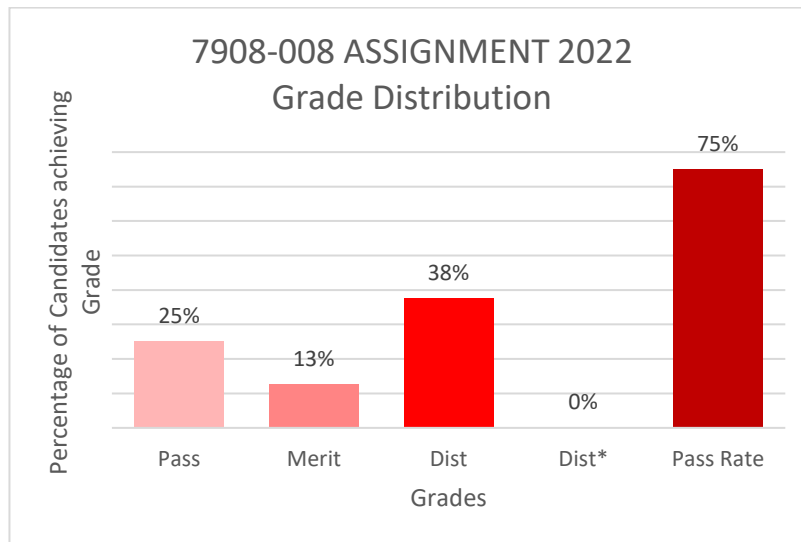
Pathway 2: 7908-008 Plastering (Fibrous)

Assessment: **7908-008 (Fibrous)**

Series: **2022**

Total marks available	60
Pass mark	21
Merit mark	31
Distinction mark	41

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks.



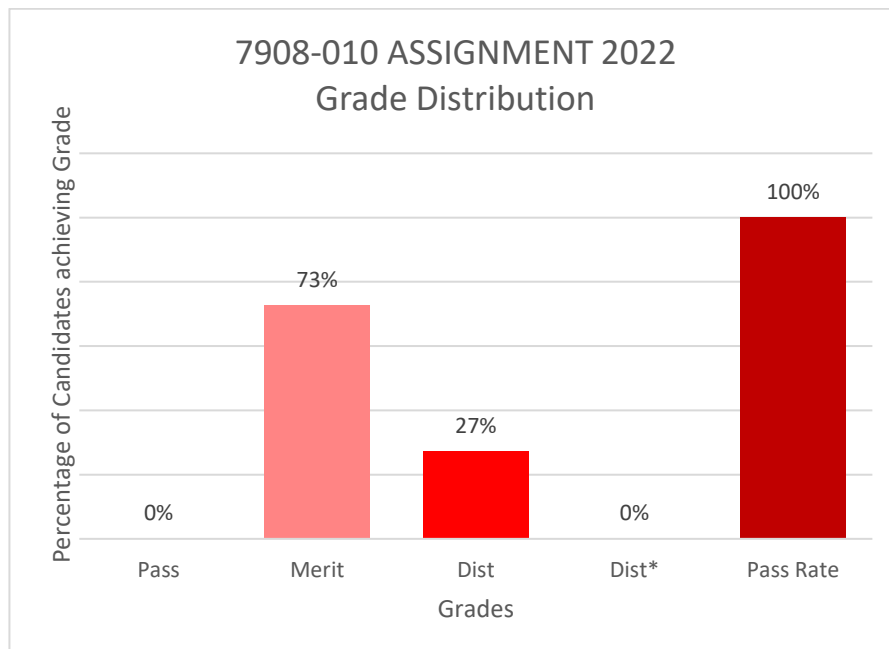
Pathway 3: 7908-010 Plastering (Interior Systems)

Assessment: 7908-010 (Interior Systems)

Series: 2022

Total marks available	60
Pass mark	21
Merit mark	31
Distinction mark	41

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks.



Principal Moderator Commentary

Pathway 1: 7908-006 Plastering (Solid)

Series 2 – June 2022

This was the third year for the synoptic assignment 7908-006 Level 2 Technical Certificate in Plastering Solid. This year, 141 candidates from 11 centres sat the assessment.

The synoptic assignment for this series is based on Internal Plastering, Dry Lining and External Rendering tasks. Previous versions cover identical learning outcomes within the test specification which ensures comparability of testing.

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

Task 1 candidates were required to produce a proposal document to identify different liquid screed systems for a clients property.

Task 2 included producing a method statement and 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 included setting out for direct bond dry lining to a pier, cutting and fixing plasterboard, cutting out a service box, fix thin coat beads to external corners and application of gypsum finishing plaster.

Task 4 candidates were required to set out dimensions, fix standard stop beads to form a panel with a rake, apply and key a scratch coat and apply, rule and consolidate the render topcoat to a plain face finish.

Task 5 candidates were able to produce an evaluation to reflect what they had produced for each task.

Images of candidates' work were uploaded of the completed tasks, these 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 of the centres, the assessors 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 measuring of plasterboard at external corners, incomplete plastered surface, gathering on beads, poorly keyed render scratch coat, steps on joints of stop beads, uneven ruling, and poor surfaces finish after consolidation.

AO4 The application of knowledge, understanding and skills to complete the tasks were evident. The assessors' 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 most 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 several 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. 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.

Pathway 2: 7908-008 Plastering (Fibrous)

Series 2 – June 2022

This was the first year for the synoptic assignment 7908-008 Level 2 Technical Certificate in Plastering. This year, 8 candidates from one centre sat the assessment.

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

Task 1 included producing a method statement and 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 2 required candidates to produce a sink profile to enable the running of straight and curved panel moulding.

Task 3 covered the setting out and installation of plasterboard to a masonry background which was finished with a setting plaster and overall, and this task performed very well. Candidates were able to demonstrate their skills for setting out, mixing, applying dabs of adhesive, installing beads and applying finishing plaster to receive moulding work.

Task 4 included setting out and installation of standard stop beads to form a panel and a plain face render finish to a wall. 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.

Task 5 candidates were able to produce an evaluation to reflect what they had produced for each task.

Images were taken of the candidates work and uploaded as stated within the synoptic assignment brief. The images were very clear and of good quality and were 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 when applying finishing plaster, producing sink profile to produce a running mould, running panel mouldings to form straight and curved runs, setting out and fixing to complete the tasks. 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 assessors 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 the difference between low performing candidates and high performing candidates.

AO4 The application of knowledge, understanding and skills 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 was very good, with most candidates keeping work clean and moulding work was defect free. In addition, candidates showed good housekeeping and consideration for follow on trades. Assessors/markers need justified why high marks are provided as this was not the case in some centres when completing the documentation.

Best practice

The centre uploaded the assignment as one document which contained the necessary evidence to allow the moderation to be completed within the time scale. Photographs that were submitted for moderation were of good quality and clarity. The rationale for the marks awarded was consistent and contained detail. Some reasoning for the marks had been applied, with justification of the marks applied. The centres had allocated and pre-planned synoptic tests on a weekly basis to prevent overcrowding in the workshop and minimise congestion. All centres underwent a moderation visit which made the marking and recording process standardised.

Pathway 3: 7908-010 Plastering (Interior Systems)

Series 2 – June 2022

This was the first year for the synoptic assignment 7908-010 Level 2 Technical Certificate in Plastering – Interior System. This year, 11 candidates from one centre sat the assessment.

The synoptic assignment has five tasks within the brief covering dry lining and metal framed systems.

Task 1 requires a scenario write up on a wall lining system activity, task 2 requests for a resource list and method statement while tasks 3 and 4 are practical doing tasks. Task 5 is a self- evaluation of the completed 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 metal framed components, plasterboard and tape and jointing internal and external joints. The marks given for this task were fair. 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 assessors 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 with supported photographs to justify the awarded marks. However, some evidence, photographs were in line with the assignment brief

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. Assessors/markers justified why fair marks were awarded across the cohort.

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. Photographs that were submitted for moderation were in line with the assignment brief and were good quality to support the assessor's justifications. The rationale for the marks awarded contained enough detail and reasoning for the marks had been applied. The centre had allocated and pre-planned synoptic tests on a weekly basis to prevent overcrowding in workshop and minimise congestion. The centre underwent a moderation visit which made the marking and recording process standardised. They also complied with the moderation visit and there were some excellent interior systems work and skills on display.