

# **7908-30 Level 3 Advanced Technical Diploma 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.

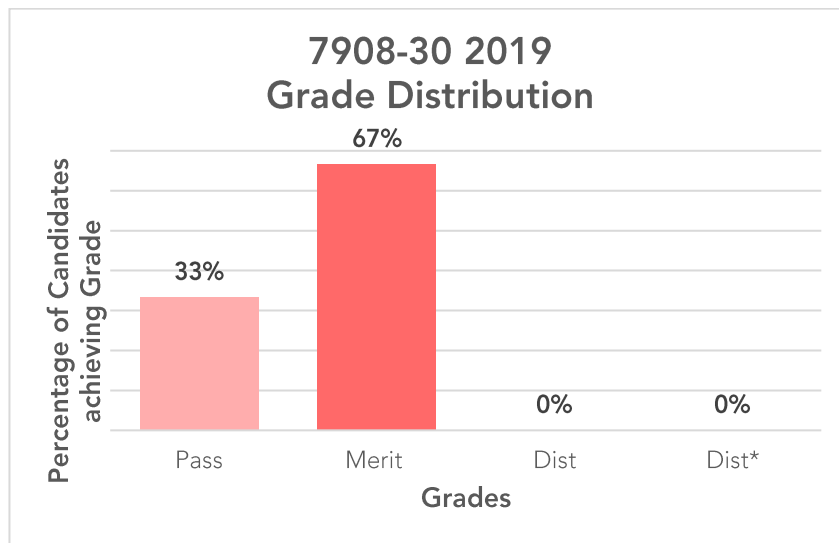
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments 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:

- 7908-001 and 501 Level 3 Advanced Technical Diploma in Plastering – Theory exam
  - March 2019 (Spring)
  - June 2019 (Summer) – no entries for this exam series
- 7908-002 Level 3 Advanced Technical Diploma in Plastering (Solid) – Synoptic Assignment
- 7908-004 – Level 3 Advanced Technical Diploma in Plastering (Fibrous) - 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

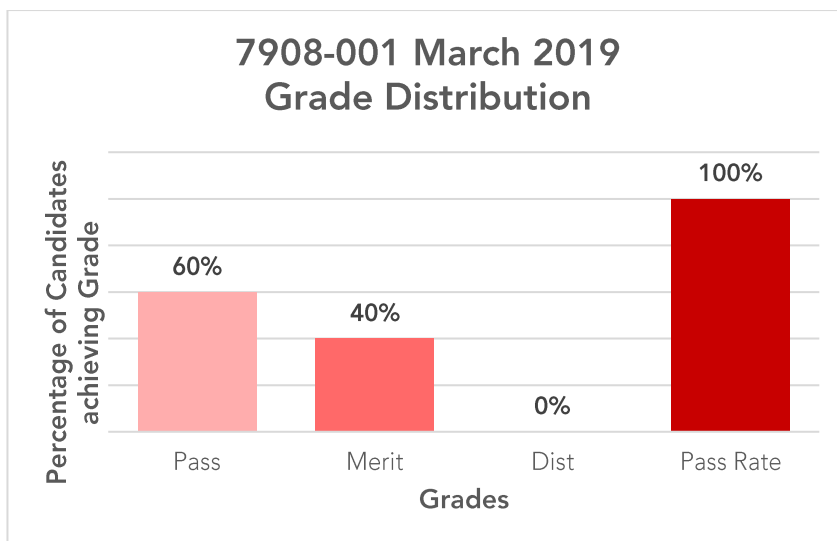
Assessment: 7908-001

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	28
Merit mark	38
Distinction mark	49

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



# Chief Examiner Commentary

## 7908-001 – Level 3 Advanced Technical Diploma in Plastering - Theory exam

### Series 1 – March 2019

This was the first series of the Level 3 Advanced Technical Diploma in Plastering exam to be taken, with a small number of candidates sitting. The paper consisted of multiple choice questions, short answer written responses and culminated in an extended response question where candidates were given a specific scenario to enable them to demonstrate their application of knowledge and understanding. The paper covered two units: 301 Principles of Construction and 303 Internal Solid Plastering.

The paper covered the syllabus well and at the appropriate level. Candidates were able to demonstrate simple recall of fact and knowledge, but performed less well in terms of understanding and application.

Candidates recall of knowledge for principles of construction and internal solid plastering was generally good, particularly in types of construction work and regulations, identifying and recognising hazardous plastering substances and health and safety legislation. However candidates' knowledge of preparing surfaces for plastering backgrounds and applying finishing plasters was not as strong.

Candidates showed good understanding of risk assessment analysis, pre-planning construction work, installation areas for different types of beads and potential defects and causes.

Candidates found questions relating to processes, which required an explanation or description of a methodical work method, extremely challenging. Centres need to consider their delivery to ensure depth of understanding for topics such as forming complex curved work, setting out and plastering beams and understanding renewable energy sources and their benefits.

To demonstrate their depth and breadth of knowledge and understanding more consistently, the candidates would benefit from reading the questions more thoroughly and recognising the key verbs. In particular, where a question requires a candidate to 'explain', a failure to offer an explanation means that full marks cannot be achieved.

Regarding the extended response question, the higher scoring candidates provided a thorough account of planning and preparation, justifying their choices and elaborating on methods to carry out the work. They tended to cover the requirement for health and safety and waste disposal in their responses. However, they did not detail essential materials and resources specific to the task. The lower scoring candidates failed to understand the basic work methods required to complete the work presented in the scenario. Also, they did not provide any detail of the planning, preparation, selection of materials and the resources needed to carry out the work or provide any reasoning or justification.

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

# Synoptic Assignment

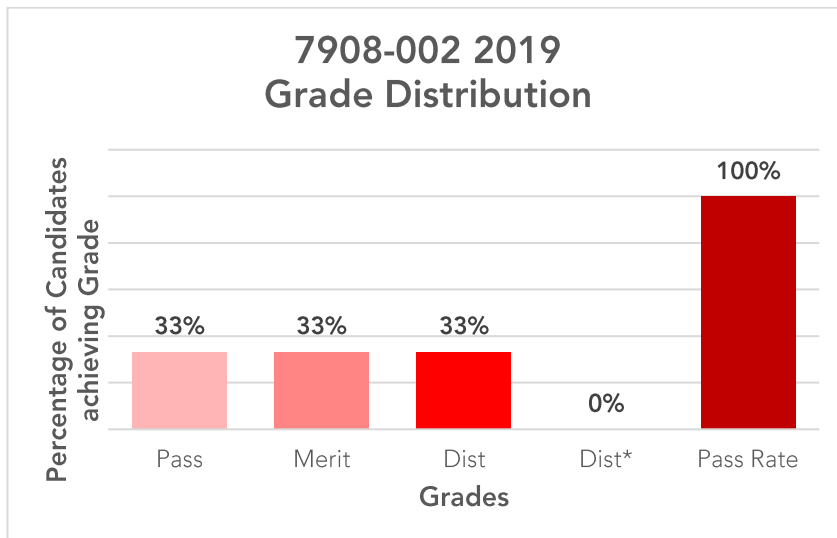
## Grade Boundaries

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

Assessment: 7908-002  
Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	27
Merit mark	36
Distinction mark	45

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



## Principal Moderator Commentary

The synoptic assignment (Solid) for this year was the first series to be undertaken by a small cohort of candidates from one particular centre.

Tasks included producing a resource list to that identified the tools, equipment and materials to carry out two practical tasks, the first setting out and installing stop beads to form a perimeter panel which required preparing with a scratch coat and the second, to run a dado mould using traditional materials and skills.

Overall, the majority of images that were uploaded illustrated that the tasks were performed well.

However, some images of the rendering task were unclear and did not show the clarity needed to see the attention to detail and finesse of finished work. Some of the images were difficult to make out and didn't match the photographic requirements of the assignment brief.

Both tasks were completed over a number of days as advised within the assignment to allow for drying times. Some candidates demonstrated a high level of skill during this task which allowed them to achieve higher marks. All candidates complied with health and safety during the practical tasks.

### Performance against each AO

AO1 Recall of knowledge appeared to have stretched the candidates, particularly when setting out installing beads, marking ashlar, fixing running rule, setting up bench with upstand and running moulding work in particular stages.

The marks given for this task were above average which meant the candidates had successfully interpreted and completed the tasks. There was some evidence of correctly positioned materials from images supporting justification.

AO2 Understanding was key to developing their knowledge and successfully completing the tasks. The learners photographic evidence and assessors justifications appeared to show that work had been completed to the appropriate standard.

It was evident that the learners managed to work their way through the tasks in a logical sequence.

AO3 All tasks were complete and generally the standard of work was good. However, some evidence clearly indicated poor working practices such scraped surfaces, depth of cut ashlar, poorly keyed surfaces, blemishes and scuffs to moulding surfaces.

AO4 The application of knowledge, understanding and skills in order to complete the tasks was evident. It was clear that the work tasks were planned, prepared and completed to the drawing and specification. In some instances, more accuracy and precision when setting out and following work patterns to complete each stage of the work was required.

AO5 The evidence indicated that the attention to detail in most cases was good, in most cases 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 awarded, this was not the case when completing the justifying documentation and awarding marks.



## **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.

There were a number of photographs that were submitted for moderation which were of poor quality. The justification for the marks awarded was very brief and did not contain enough detail. In future, assessors/markers should try to relate their mark justifications to the band descriptors within the candidate's record form when allocating higher end marks.

Some centres had allocated and pre-planned synoptic testing to be carried out 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 at each centre.