

Level 3 Advanced Technical Diploma in Plastering (7908-30) (450)

**Pathways: Solid
Fibrous**

2022

Qualification Report 2022

Contents

Foreword.....	3
Introduction.....	4
Qualification Grade Distribution	5
Pathway 1: 7908-30 Plastering (Solid).....	5
Pathway 2: 7908-30 Plastering (Fibrous)	6
Theory Exams.....	7
Pathway 1: Plastering (Solid)	7
Grade Boundaries and distribution	7
Pathway 2: Plastering (Fibrous)	9
Chief Examiner Commentary	10
Synoptic Assignment	16
Grade Boundaries	16
Pathway 1: 7908-002 Plastering (Solid)	16
Pathway 2: 7908-008 Plastering (Fibrous)	17
Principal Moderator Commentary	18

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.

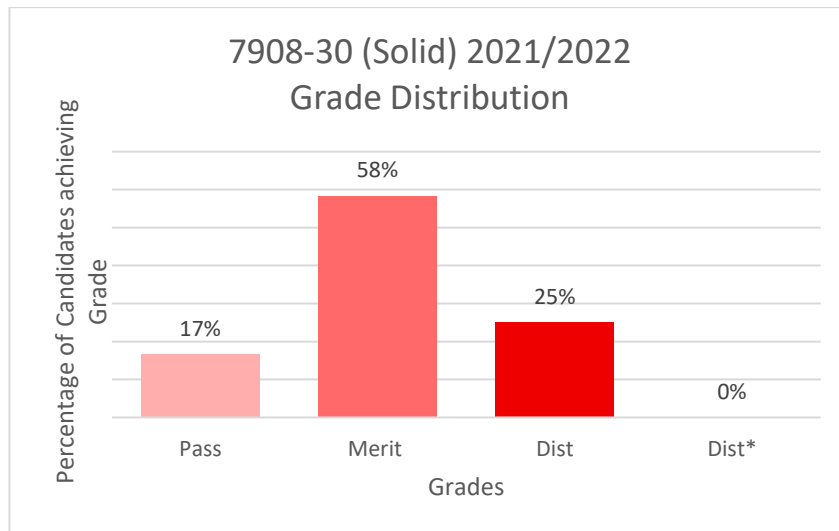
The document provides commentary on the following assessments:

- Pathway 1 – Solid:
 - 7908-001/501 Level 3 Plastering (Solid) – Theory Exam
 - March 2022 (Spring)
 - June 2022 (Summer)
 - 7908-002 – Level 3 Plastering (Solid) - Synoptic Assignment
- Pathway 2 – Fibrous:
 - 7908-003/503 Level 3 Plastering (Fibrous) – Theory Exam
 - March 2022 (Spring)
 - 7908-004 – Level 3 Plastering (Fibrous) – Synoptic Assignment

Qualification Grade Distribution

Pathway 1: 7908-30 Plastering (Solid)

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

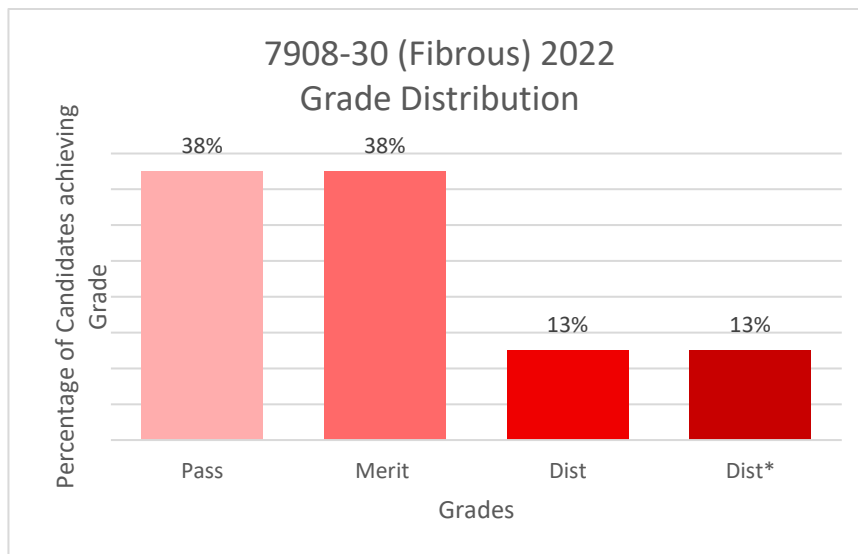


This data is based on the distribution as of 22 August 2022.

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. The grade distribution shown above could include performance from previous years.

Pathway 2: 7908-30 Plastering (Fibrous)

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

Theory Exams

Pathway 1: Plastering (Solid)

Grade Boundaries and distribution

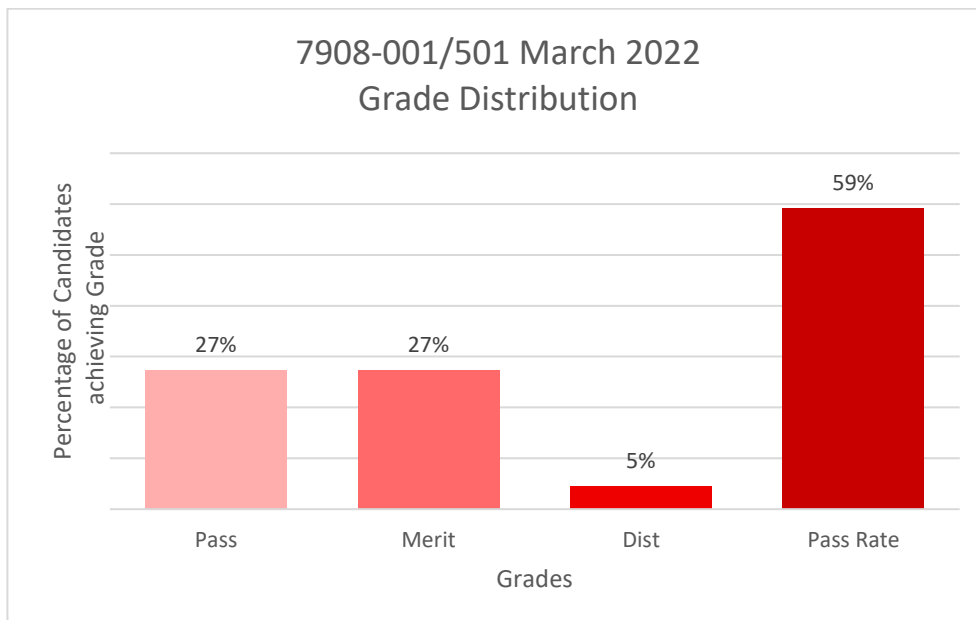
Assessment: 7908-501/001
Series: March 2022 (Spring)

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

Total marks available	70
Pass mark	28
Merit mark	37
Distinction mark	47

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.

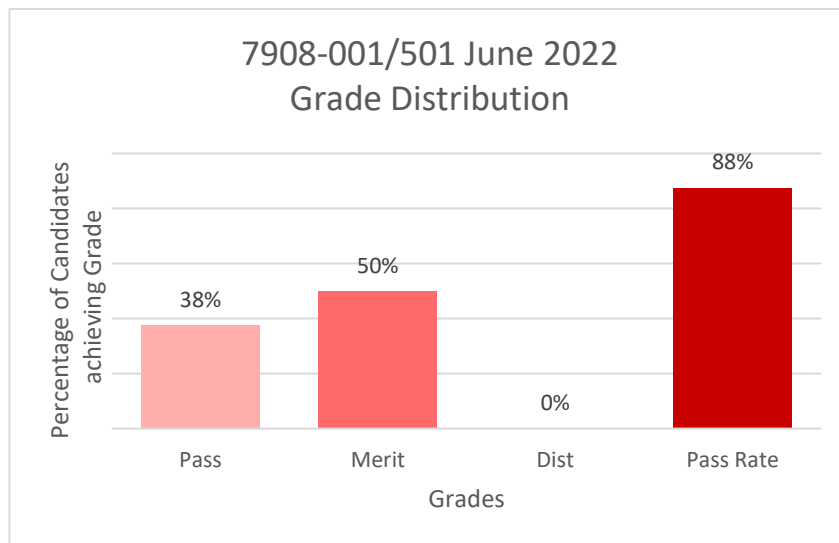


Assessment: 7908-001/501
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment.

Total marks available	70
Pass mark	23
Merit mark	33
Distinction mark	43

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



Pathway 2: Plastering (Fibrous)

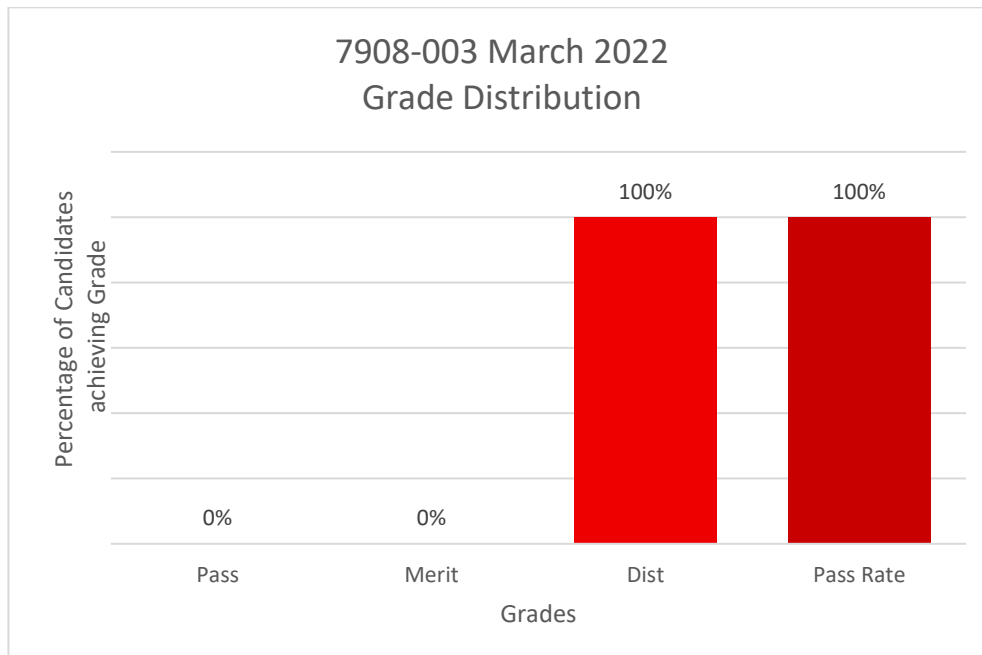
Assessment: 7908-503/003
Series: March 2022 (Spring)

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

Total marks available	70
Pass mark	28
Merit mark	37
Distinction mark	47

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.



Chief Examiner Commentary

General Comments on Candidate Performance

Pathway 1: 7908-501/001 (Solid) – Theory Exam

Series 1 - March 2022 (Spring)

This was the second series of the Level 3 Advanced Technical Diploma in Plastering exam, with a small decline in the overall achievement rate comparing to March 2019.

The areas the cohort performed well within the multiple-choice section includes:

- recognising areas that require insulation
- planning labour for construction work
- preparing basic substrates for the application
- identifying hand tools for keying a floating coat
- recognising least environmental heating systems
- selecting appropriate H&S control measures
- selecting types of specialist cement
- identifying defects found in plasterwork.

The candidates also performed well and demonstrated good knowledge and understanding in the following topic areas: planning, identifying, and recognising hazardous plastering substances, health and safety legislation, CAD, the benefits of using lightweight plaster and identifying the use of hand tools for applying and finishing plastering systems.

Many candidates in the cohort demonstrated weaknesses in the multiple-choice questions covering the following topics:

- planning and regulations governing buildings with regards to building design
- construction documentation such schedules and manufactures instructions
- recognising the use of additives
- knowledge of plastering systems when preparing backgrounds

Many candidates demonstrated weakness in knowledge and understanding questions relating to:

- installation of an Expanded Metal Lath to reinforce a background
- identifying types of foundations
- information found on a manufacturer's instruction
- defects found on finishing plaster

Some candidates found several questions challenging; these questions were mainly process questions and required learners to explain or describe a methodical work method. Topics associated in this area included:

- forming and making good chases
- the use of bonding agents and additives
- application of a pricking up coat and the use of expanded metal lath

- understanding planning regulations
- use of Energy performance certificates

In terms of the extended response question, candidates were asked to present a solid plastering system for a two-storey extension. There was a slight improvement in the responses compared to previous years.

Most candidates within the cohort provided a comprehensive report detailing most methods of work but lacked the understanding of the importance of planning and sequencing of the installation process.

Some candidates struggled to understand the scenario and did not provide much detail towards planning, preparation, and selection of materials and resources to carry out the work. There was no supporting statement which contained facts and details of what needed to be completed with regards to safety, protecting the property and waste disposal. It was also clear that the candidates failed to identify and select appropriate materials, additives, beads and recognising basic methodical work methods that are considered to complete this type of work.

Candidates were awarded higher marks in this question when they provided a thorough account of planning and preparation justifications, elaborating on methods to carry out the work but not detailing essential materials and resources specific to the task. Health and safety and waste disposal was also included.

Following the candidates' overall response to the question paper, performance evidence suggests that there is a need to focus on knowledge and understanding in the topic areas mentioned above as well as the following: planning and building control, scheduling construction work, key construction documents and their purpose and environmentally designed buildings, recognising performance plasterboards, backing coats and reinforcing structural defects, recognition between traditional and modern plastering methods and systems, using SBR bonding agents and stating the benefit of preblended gypsum plasters compared to traditional materials.

Centres are advised to revisit the current handbook, schemes of learning and previous exam papers to fine-tune the delivery of their programmes. In preparation for future examinations, it would be beneficial for learners to read up on Internal plastering and Principles of construction topics to reinforce their understanding. Both topics are covered in the C&G textbooks and Smart Screen packages, this would enable learners to be further prepared for the multi choice question section of the exam paper.

Centres are encouraged to consult the sample paper to ensure they mirror and familiarise the way responses enable candidates to explain and describe methods and techniques. Where a question asks for an explanation of a process a detailed answer in a logical order will ensure candidates are awarded the best possible marks. When preparing candidates for the Extended Response Questions, centres should ensure they focus on planning the structure of a response.

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)

Pathway 2: 7908-503/003 (Fibrous) – Theory Exam

Series 1 - March 2022 (Spring)

This was the first series of the Level 3 Advanced Technical Diploma in Plastering (Fibrous) exam taken, with a small number of candidates sitting. All candidate performance was of a high standard.

The areas the cohort performed well within the multiple-choice section includes:

- planning approval and design
- recognising areas that require insulation
- planning labour for construction work
- preparing basic substrates for the application
- identifying hand tools for keying a floating coat
- recognising least environmental heating systems
- selecting appropriate H&S control measures
- selecting types of specialist cement
- identifying defects found in plasterwork.

The cohort of candidates provided the correct answer to most of the MCQs therefore performed very well in achieving high marks in this area.

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

- planning permission design
- position of insulation within buildings
- environmental considerations
- recognising hazardous substances
- health and safety legislation
- the use of drawings
- process for running in-situ moulding including materials and resources for running, making good, stopping in
- CAD
- the benefits of using lightweight plaster
- identifying the use of hand tools for applying and finishing plastering systems

Candidates in the cohort demonstrated weaknesses in the multiple-choice questions covering the following topics: Planning and regulations governing buildings and construction documentation.

Candidates demonstrated weakness in knowledge and understanding questions relating to identifying how to prepare backgrounds with pricking up coats, building styles and the use of construction documentation.

Some candidates found a few questions challenging; these questions were mainly process questions and required learners to explain or describe a methodical work method. Topics associated in this area included running in-situ panel moulding, preparing backgrounds using bracketing and the use and identification of constructed running moulds for carrying out various in-situ runs.

In terms of the extended response question, candidates were asked to present a plan on how to carry out in-situ plastering work on a new extension. Most candidates provided a comprehensive report detailing methods of work but did not demonstrate the importance of planning and having a systematic approach to the installation process.

The candidates provided a thorough account of planning and preparation justifications, elaborating on methods to carry out the work including detailing essential materials and resources specific to the task. Health and safety and waste disposal was also included.

Following the candidates' overall response to the question paper, performance evidence suggests that there is a need to focus knowledge and understanding in the topic areas mentioned above as well as the following:

- planning and building control
- scheduling construction work
- key construction documents and their purpose
- environmentally designed building
- use of manufacturer's literature
- process for running panel mouldings

Centres are advised to revisit the current handbook, schemes of learning and previous exam papers to fine-tune the delivery of their programmes. In preparation for future examinations on the subjects, it would be beneficial for learners to read up on Fibrous plastering and Principles of construction topics to reinforce their understanding. Both topics are covered in the C&G textbooks and Smart Screen packages, this would enable learners to be further prepared for the multi choice question section of the exam paper.

Centres are encouraged to consult the sample paper to ensure they mirror and familiarise the way responses enable candidates to explain and describe methods and techniques. Where a question asks for an explanation of a process a detailed answer in a logical order will ensure they are awarded the best possible marks. When preparing candidates for the Extended Response Questions, centres should ensure they plan the structure of their response.

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)

Pathway 1: 7908-501/001 (Solid) – Theory Exam

Series 2 – June 2022 (Summer)

This was the second series of the Level 3 Advanced Technical Diploma in Plastering exam, June 2022 with a small cohort of 8 candidates for this examination series.

The areas the cohort performed well within the multiple-choice section included:

- identifying energy performance measures including materials
- roles of professionals
- use of mixing equipment
- use of compatible plasters
- use of construction documentation

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

- identifying energy performance measures including materials
- roles of professionals
- use of mixing equipment
- use of compatible plasters
- use of construction documentation

Questions performing with above average marks were related to tendering for construction work, delays and consequences of disrupted working schedules and the use of traditional and modern materials for plastering systems.

Many candidates in the cohort demonstrated weaknesses in the multiple-choice questions covering the following topics:

- identifying the use of additives for enhancing plasters
- identifying backgrounds to receive three coat work
- selecting specific beads for forming splayed angles

Many candidates demonstrated weakness in knowledge and understanding questions relating to:

- health and safety documentation
- energy performance and building regulations
- use of programmes and scheduling
- identifying various types of defects
- selection of traditional materials such as lime
- electrical equipment for backgrounds
- application of various plastering systems

In terms of the extended response question the scenario for this question performed well, most candidates within the cohort scored marks above average and wrote a comprehensive report.

The low performing candidates scored marks within the lower banding and provided a vague account of the work. They failed to understand the scenario and did not provide a basic response, candidates did not provide any detail towards health and safety, methods and procedure. There was no supporting statement which contained facts and details of what needed to be completed with regards to safety and the main procedure of works to complete the scenario.

The highest scoring candidates provided a thorough account of planning and preparation justifications, elaborating on methods to carry out the work but not detailing essential materials, resources specific and procedures to complete the task. The response also detailed health and safety and waste disposal.

Following the candidates' overall response to the question paper, performance evidence suggests that there is a need to focus on knowledge and understanding in the topic areas mentioned above as well as the following: planning and building control, scheduling construction work, key construction documents and their purpose and environmentally designed buildings, recognising performance plasterboards, backing coats and reinforcing structural defects, recognition between traditional and modern plastering methods and systems, using SBR bonding agents and stating the benefit of preblended gypsum plasters compared to traditional materials.

Centres are advised to revisit the current handbook, schemes of learning and previous exam papers to fine-tune the delivery of their programmes. In preparation for future examinations, it would be beneficial for learners to read up on Internal plastering and Principles of construction topics to reinforce their understanding. Both topics are covered in the C&G textbooks and Smart Screen packages, this would enable learners to be further prepared for the multi choice question section of the exam paper.

Centres are encouraged to consult the sample paper to ensure they mirror and familiarise the way responses enable candidates to explain and describe methods and techniques. Where a question asks for an explanation of a process a detailed answer in a logical order will ensure candidates are awarded the best possible marks. When preparing candidates for the Extended Response Questions, centres should ensure they focus on planning the structure of a response.

Synoptic Assignment

Grade Boundaries

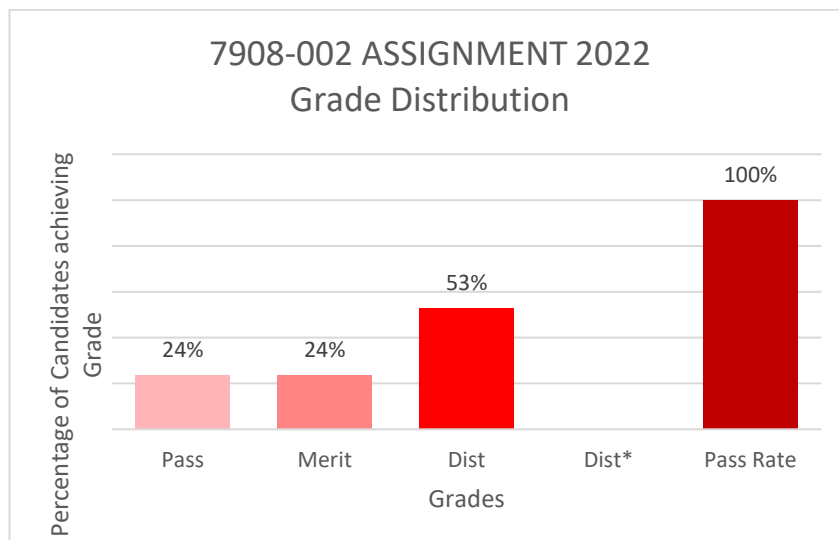
Pathway 1: 7908-002 Plastering (Solid)

Below identifies the final grade boundaries for this assessment

Assessment: 7908-002 (Solid)
Series: 2022

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

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



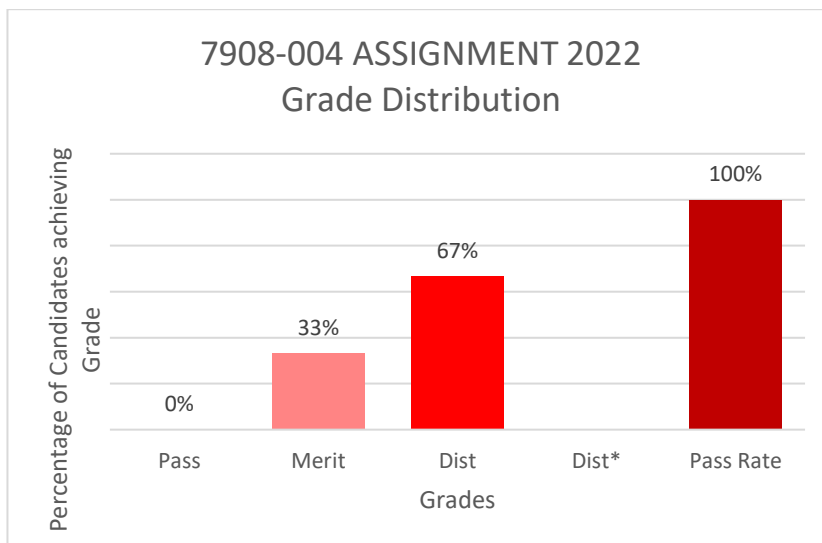
Pathway 2: 7908-008 Plastering (Fibrous)

Assessment: 7908-004 (Fibrous)

Series: 2022

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

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: 7908-002 Plastering (Solid)

Series 2 – June 2022

This was the second year for the synoptic assignment 7908-002 Level 3 Technical Certificate in Plastering. This year, 17 candidates sat the assessment and there has been an increase in centres delivering the Plastering Solid Advanced level.

The advanced Plastering synoptic meets the progression requirements of learners further developing their skills.

Tasks included producing a resource list to identify the tools, equipment and materials to carry out two practical tasks. The rendering task required the setting out and installing of stop beads to form a perimeter plain face band, this was then divided with a bell cast bead to form a dry dash render and scrape texture surface. The second task required an in-situ cornice mould to be run in-situ to a curved surface which included a return stop end to one side, mitres stopped in and made good using traditional materials.

Overall, most images that were uploaded illustrated that the rendering tasks were performed well, however some images of the in-situ work were not as clear 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 several 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, applying render base coats, applying render dry dash and scrape texture, fixing running rule to curved background, setting up bench with upstand and running moulding work in particular stages and making good.

The marks given for this task were 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 learner's photographic evidence and assessor's 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 within the timeframes.

AO3

All tasks were complete and generally the standard of work was good. However, some evidence clearly indicated poor working practices such as bold patches in the dry dash, the moulding work in some instances was of poor quality. Supporting photographs for the moulding work was inconsistent in some centres.

AO4

The application of knowledge, understanding and skills to complete the tasks was evident. It was clear that the 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 for the rendering task. The evidence also showed most candidates were able to keep work clean and defect free. In addition, candidates showed good housekeeping and consideration for follow-on trades.

Best practice

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 some centres.

Pathway 2: 7908-004 Plastering (Fibrous)

Series 2 – June 2022

This was the first year for the synoptic assignment 7908-004 Level 3 Technical Certificate in Plastering (Fibrous). This year, only 3 candidates sat the assessment. Only one center has delivered the plastering fibrous pathway at advanced level, this may be due to learners carrying out specialist fibrous work.

Tasks included producing a resource list to identify the tools, equipment and materials to carry out two practical tasks. The first task required the learner to transfer a moulding drawing on to a zinc profile and constructing a reverse running mould. The second task required the learner to run and spin the reverse moulding in two sections then join and make good in preparation for casting a positive niche mould.

Images that were uploaded illustrated that the tasks were performed very well, images were clear to see the attention to detail and finesse of finished work. Images taken matched the photographic requirements of the assignment brief.

Both tasks were completed over several days as advised within the assignment to allow for drying times. 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 they were required to transfer dimensions to produce then construct a mould, run and spin on the bench two sections. These were later joined and made good in preparation for casting.

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

AO2

Understanding was key to developing their knowledge and successfully completing the tasks. The learner's photographic evidence and assessor's justifications appeared to show that work had been completed to a high standard.

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

AO3

All tasks were completed, and the standard of work was above average. Supporting photographs for the moulding work was consistent throughout both practical tasks.

AO4

The application of knowledge, understanding and skills to complete the tasks was evident. It was clear that the tasks were planned, prepared, and completed to the drawing and specification.

AO5

The evidence indicated that the attention to detail in most cases was very good for both tasks, the candidates kept work clean and defect free. In addition, candidates showed good housekeeping and consideration for follow-on trades. Assessors/markers had justified why high marks were awarded which was also supported with clear photographic evidence of the work.

Best practice

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 some centres.