

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

2023

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 2023 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

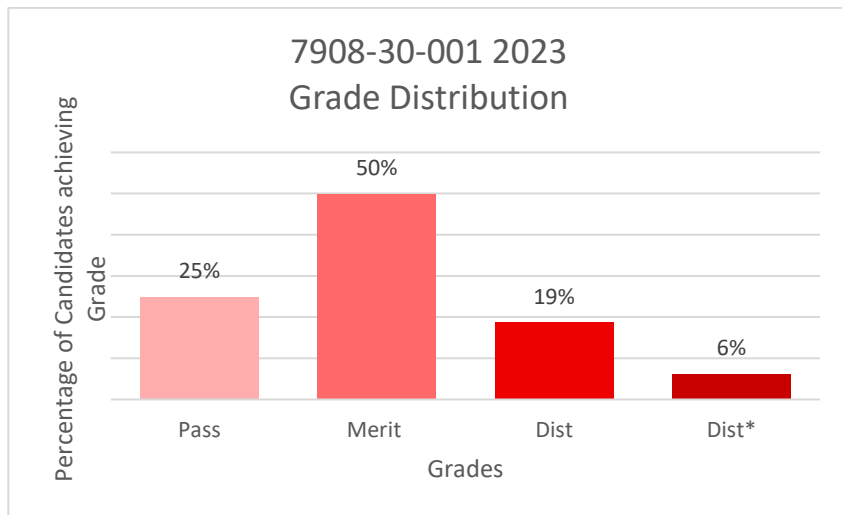
The document provides commentary on the following assessments:

- Pathway 1 – Solid:
 - 7908-001/501 Level 3 Plastering (Solid) – Theory Exam
 - March 2023 (Spring)
 - June 2023 (Summer)
 - 7908-002 – Level 3 Plastering (Solid) - Synoptic Assignment

Qualification Grade Distribution

Pathway 1: 7908-30 Plastering (Solid)

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

7908-001/501 – Plastering (Solid)

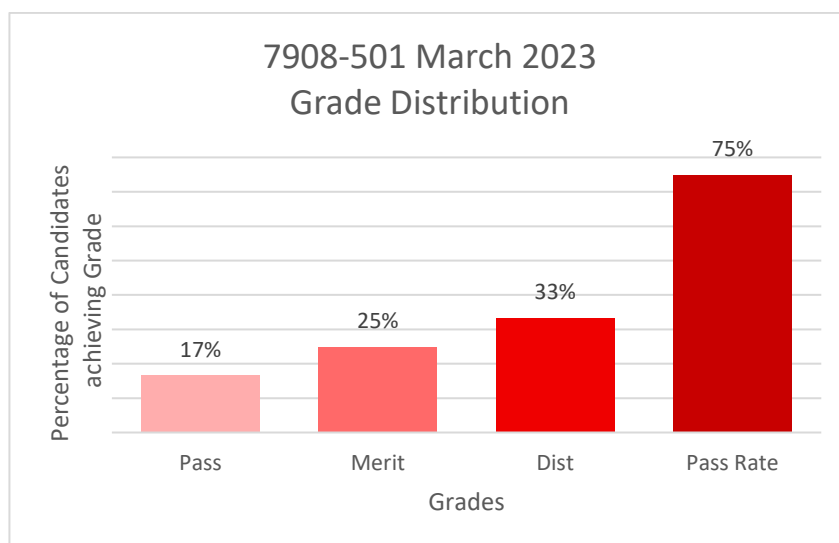
Grade Boundaries

Assessment: **7908-001/501**
Series: **March 2023 (Spring)**

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 approximate distributions of grades and pass rate for this assessment:

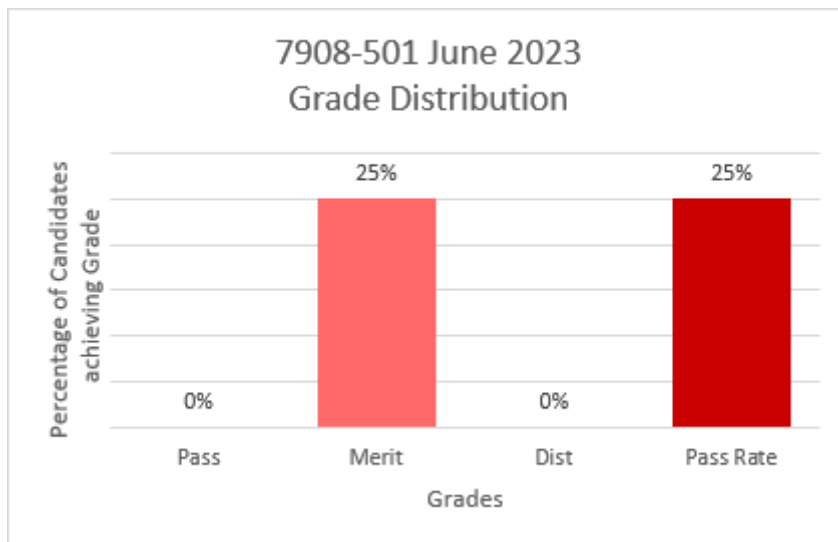


Assessment: **7908-001/501**
Series: **June 2023 (Summer)**

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

Total marks available	70
Pass mark	27
Merit mark	37
Distinction mark	47

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



Chief Examiner Commentary

7908-001/501 – Level 3 Plastering (Solid) – Theory Exam

Series 1 – March 2023

This was the third series of the Level 3 Advanced Technical Diploma in Plastering (Solid) theory examination, with an increase in the overall achievement rate compared to March 2019.

The 7908-001/501 March 2023 question paper has been written to include a good range of questions covering unit 301 principles of construction and unit 303 internal solid plastering.

The question paper was comparable with previous series and responses were an improvement on the previous test series. Overall, performance was stronger in recall compared to understanding. Some responses to questions that involved demonstrating AO2 understanding were not fully justified.

Most candidates demonstrated a high level of recall across the learning outcomes. Candidates provided accurate responses to topics such as the use of performance plasterboard, roles and responsibilities of professionals, health and safety documentation, building regulations, listing types of additives, background preparation and selecting types of beads. Candidates also provided responses that were above average when listing information to identify types of limes, types of safety documents required to work on construction sites and methods to improve energy performance measures within a property. They also provided good responses to questions covering the role of a building inspector, the benefits of computer aided design (CAD) technology and identifying types of surface defects.

Most candidates struggled to provide responses to questions involving environmental materials used in construction, technical construction documents to identify materials and the benefit and use of power tools for mixing pre-blended plasters. Although candidates provided basic responses, they failed to provide explanations for topic areas such as the reason behind toolbox talks, the types and characteristics of backgrounds to receive three-coat work, the causes behind defective work and the issues that can cause delays in work programmes.

Candidates also found process questions extremely challenging. They failed to differentiate between solid plastering work and direct bond dry lining in terms of processes and techniques for installation. Likewise, responses to questions explaining the processes for plastering two-coat work to complex backgrounds did not perform well and only a minority gained marks in this area.

In terms of the extended response question (ERQ), the candidates were asked to provide a detailed account based on a plastering scenario. They were expected to explain how to renovate and restore solid plastering work to a room in a client's property containing masonry background walls with openings, as well as the removal and replacement of a plasterboard ceiling. Most candidates provided a comprehensive response and were awarded marks across the grade bands. Most of them provided detailed responses to pre-planning work which included protection measures and the importance of health and safety, including appropriate disposal of waste.

Higher marks were awarded to candidates that provided detailed justifications and elaborated on the entire process from the planning stage, which included the method of work for the renovation work. Most candidates however failed to explain the importance of beads prior to applying backing coats; in some cases, responses referred to dry lining and made no reference to removing and renewing the ceiling.

Overall, there was significant improvement in the quality of the responses than in the previous series.

Centres may need to look at further developing their understanding of learning outcome topics and are advised to revisit the handbook, schemes of learning and previous exam papers to fine tune the delivery of their programmes. They should also consult the sample paper to ensure they familiarise themselves with the question styles and responses; through this they can enable candidates to explain and describe methods and techniques in sufficient detail to demonstrate understanding.

Candidates would benefit from practising previous test papers to help them learn how to provide an explanation or justification to a process. When centres prepare learners for the extended response questions, centres should plan the structure of their responses.

Series 2 – June 2023

This was the third series of Level 3 Advanced Technical Diploma in Plastering examination, with a low number of candidates sitting the exam.

The 7908 501 June 2023 question paper has been written to include a good range of learner outcome topics relating to unit 301 principles of construction and unit 303 Internal solid plastering.

The question paper was comparable with previous series and responses were very weak compared to the March test series. Overall the cohort performance was stronger in recall compared to understanding. Some responses to understanding questions were not fully justified and in some areas not attempted.

Candidates demonstrated an average level of recall across the learner outcomes, providing responses to topics such as identifying types and uses of lime in traditional plasters, identifying beads and location, working material calculation, the use of expanded metal lath, sequence of plaster application, environmental factors, use of additives and areas of technical information including BIM.

Most candidates struggled to provide responses to question in the following areas and showed a weakness with types of energy performance measures, technical construction documents such as schedules and planning, the use of work programs, preparation of background using additives and bonding slurries, identifying faults shown images relating to moisture.

Candidates provided weak responses, they failed to provide reasons and need to deliver toolbox talks, characteristics, and types of backgrounds to receive three coat work, providing reasons for the cause of defective work and the affects that cause delay in work programs.

Candidates found process questions extremely challenging, they failed to provide responses to setting out and completing the process for applying plasterwork to a row of detached piers. The use of health and safety control measures such as method statements, risk assessments and COSHH assessments, the use and purpose of drawings

In terms of the extensive response question candidates were asked to provide a detailed account based on a plastering scenario, explaining how to renovate and restore a complex ceiling surface to room in a clients property.

Candidates provided a very weak report and were only awarded marks across the lower grading banding. Candidates provided basic responses to health and safety PPE and protection of furniture and waste disposal. One candidate failed to provide responses and scored no marks.

Centres may need to look at further developing their understanding of learner outcome topics and are advised to re-visit the handbook, schemes of learning and exam papers to fine tune the delivery of their programmes.

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.

Candidates would benefit from practising previous test papers to help provide an explanation or justification to a process. When centres prepare learners for the extensive response questions, centres should plan the structure of their response.

Synoptic Assignment

7908-002 – Plastering (Solid)

Grade Boundaries

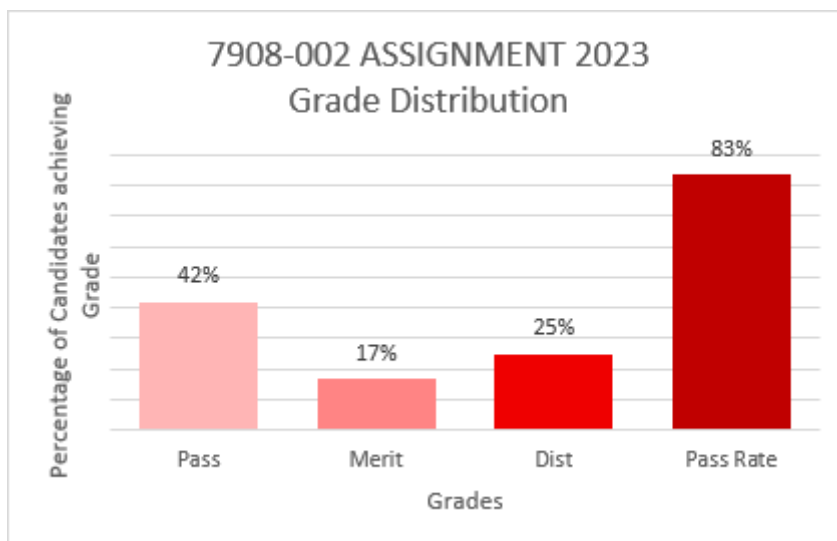
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 7908-002

Series: 2023

Total marks available	60
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

This was the third 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 Level 3 Plastering - Solid.

The plastering synoptic meets the progression requirements of learners further developing their skills from Level 2.

Tasks included producing a planning resource list to identify the tools, equipment and materials to carry out two practical tasks. Both tasks were supported with a candidate devised method statement identifying various tasks in a scheduled order.

The rendering task required candidates to set out and install stop beads to form a panel wall, this included quoin stones on the right hand side which were set out and cut free hand. The final surface was formed as a dry dash textured finish.

The second task required an in-situ cornice mould to be run on a bench as a run cast, this was then cut to drawing dimensions, mitres and installed to produce internal and external mitres with stop ends.

Overall, most images for both tasks were clear and were used to support the candidate's performance and awarding of marks. Photographs taken were in line with the synoptic brief requirements.

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

AO1 (Recall of knowledge) Candidates showed good recall for all four tasks, and there was good evidence of completed work shown from the planning, practical activity and reviewing. Candidates presented a resource list and method statement which contributes to the awarding of marks.

Recall of knowledge appeared to have stretched the candidates, particularly when setting out the quoin stones and applying the render dry dash finish. Candidates also set up a bench with an upstand to run a cornice moulding which is a skilful and specialist piece of work. 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 using the drawing, specification and method statement.

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, quoin stones were not sharp and accurately cut, the moulding work in some instances was of poor quality. Supporting photographs of the work was clear in most places and supported the candidate's performance.

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 fair to 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. Due to workshop space, centres had allocated and pre-planned synoptic tests on a weekly basis to prevent overcrowding in workshop and minimise congestion.

Centres uploaded the assignment as one document which contained the necessary evidence to allow the moderation to be completed within the time scale. The majority of centres photographs that were submitted for moderation contained the correct performing task in line with the synoptic brief requirements. Photographs of candidates work also contained their personal and registration details which was a vast improvement on previous versions.

The rationale for the marks awarded in some cases was consistent and matched the grading banding on the CRF. This year centres had also included all four tasks when awarding marks for AO1 and AO2, this is an important factor to ensure candidates are awarded marks across all AOs.

Most centres produced standardisation marking evidence which is mandatory to ensure alignment of judgement and awarding correct marks. However, there are also centres that have more than one marker or have satellite centres, there is a need to ensure there is a standard approach to the marking process to ensure consistency and accuracy. Centres with one marker should collaborate with other craft areas and evidence of standardisation must be shown before the moderation takes place.