# 7908-503 – Level 3 in Plastering (Fibrous) – Theory Exam

March 2024

## Examiner Report

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## Introduction

This document has been prepared by the Chief Examiner; it is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and 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 the **March 2024** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, poor examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment:
**7908-503 Level 3 Plastering (Fibrous) – Theory Exam.**

# Theory Exam – March 2024

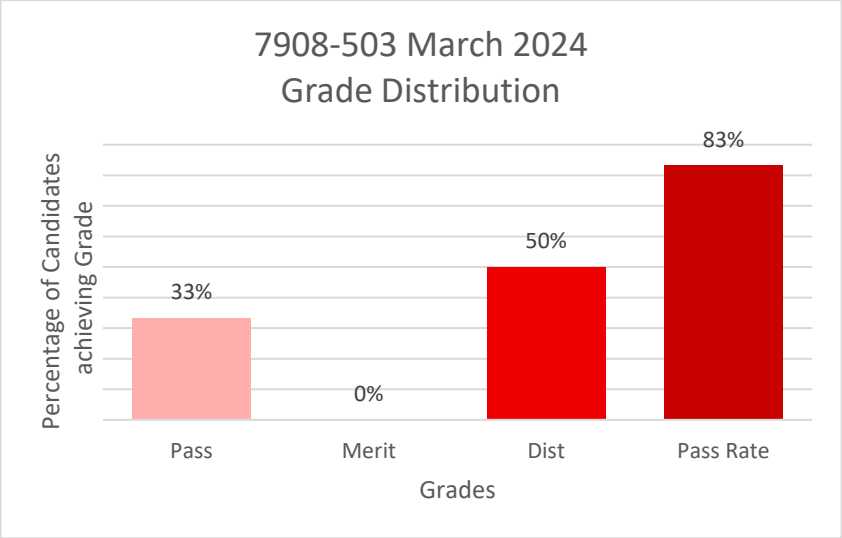
## Grade Boundaries and Distribution

Assessment: **7908-503**
Series: **March 2024**

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.



# Chief Examiner Commentary

**General Comments on Candidate Performance**

**Assessment component: 7908-501**

**Series: March 2024**

This was the second series of the Level 3 Advanced Technical Diploma in Plastering (Fibrous) theory examination, with a significant increase in the overall achievement rate compared to the previous series.

The 7908-503 March 2024 question paper has been written to include a good range of questions covering Unit 301 Principles of construction and Unit 302 Restoring in-situ mouldings.

The question paper was comparable with the previous series and responses were a significant improvement on the previous test series. Overall, performance was slightly stronger in recall compared to understanding. However, responses to questions that involved demonstrating AO2 understanding were still much stronger when compared to the previous series.

Most candidates demonstrated excellent level of recall across the learning outcomes. Candidates provided accurate responses to topics such as when identifying and selecting reinforcements, the roles and responsibilities of professionals in the building industry, identifying hazardous materials, the use of additives, preparing backgrounds and selecting various types of components for completing moulding work. Candidates also provided responses that were above average when listing health and safety information, various types of drawings, reinforcing materials, identifying moulding members, types of safety control measures, energy performance measures, and construction developments that require building regulations. They also provided good responses to questions covering the role of a building inspector, the advantages of work programmes and working out calculations of surfaces and materials.

Most candidates struggled to provide responses to questions involving environmental issues, tendering, pre-planning and development measures, building control measures, types of moulds for complex use, the use of brackets for coring out large moulding sections, and the use of a gig stick for running arches.

Candidates found some of the process questions extremely challenging. They failed to provide reasoning and in some places failed to differentiate between traditional and modern fibrous materials such as aggregates and binders, lime and plaster and determining ratios of core and finished mixed materials for forming moulding surfaces. Candidates also found it difficult to demonstrate an understanding of setting out of complex surfaces such as arches, selecting appropriate moulds and justifying their use, running curved surfaces and forming external mitres using rebated rules.

In terms of the extended response question (ERQ), the candidates were asked to provide a detailed account based on a fibrous plastering scenario on a Grade 2 listed building. They were expected to explain how to repair and restore a damaged in-situ moulding in a client's property which required matching using traditional techniques and skills. Most learners provided a detailed responses which included preparation and protection measures, health and safety legislation, pre-planning, taking a squeeze pattern and reproducing the moulding work, understanding the use of access equipment and highlighting the correct disposal of waste.

Most learners performed very well with the extended response question and several learners scored marks in the highest mark band. Overall, there was significant improvement in the quality of the responses than in the previous series which indicates that centres are supporting learners in preparation for the theory examination.

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.