

7908-20 Technical Certificate in Plastering

Qualification Report 2018

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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.

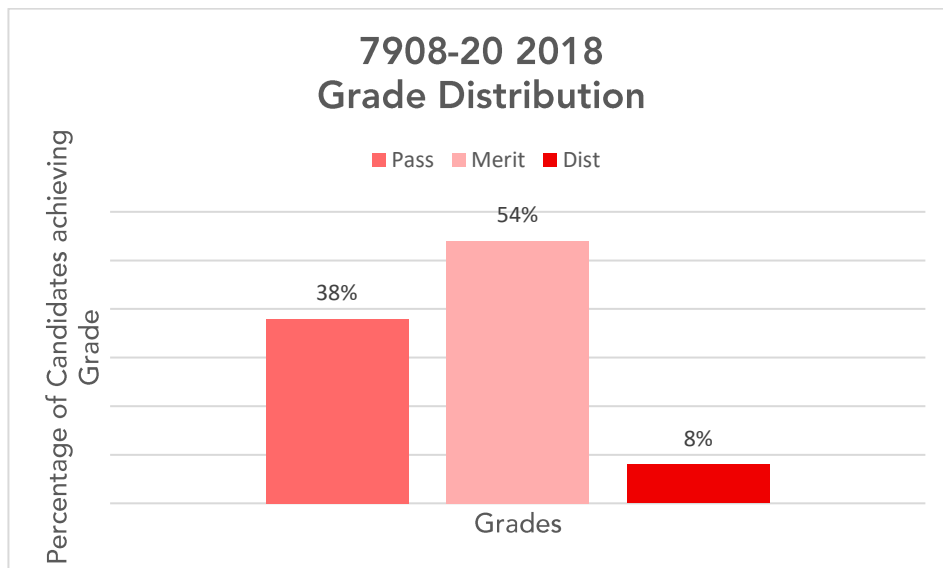
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2018 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 and 505 Level 2 Technical Certificate in Plastering – Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 7908-006 Technical Certificate in Plastering (Solid) – Synoptic Assignment
- 7908-008 – Technical Certificate in Plastering (Fibrous) - Synoptic Assignment - no evidence submitted this year.
- 7908-010 – Technical Certificate in Plastering (Interior systems) - Synoptic Assignment - no evidence submitted this year.

Qualification Grade Distribution

The 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

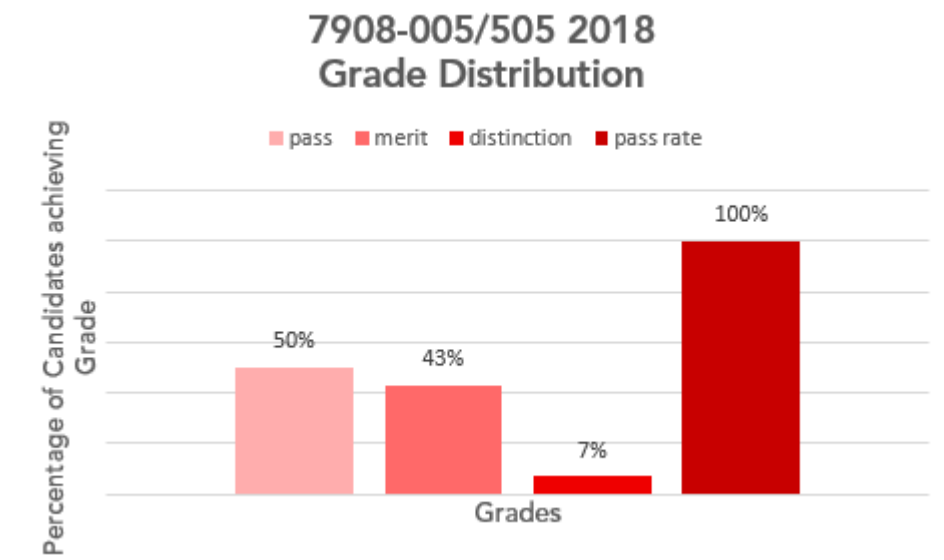
Grade Boundaries

Assessment: 7908-005 and 505
Series: March 2018 (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 graph below shows the distributions of grades and pass rate for this assessment;

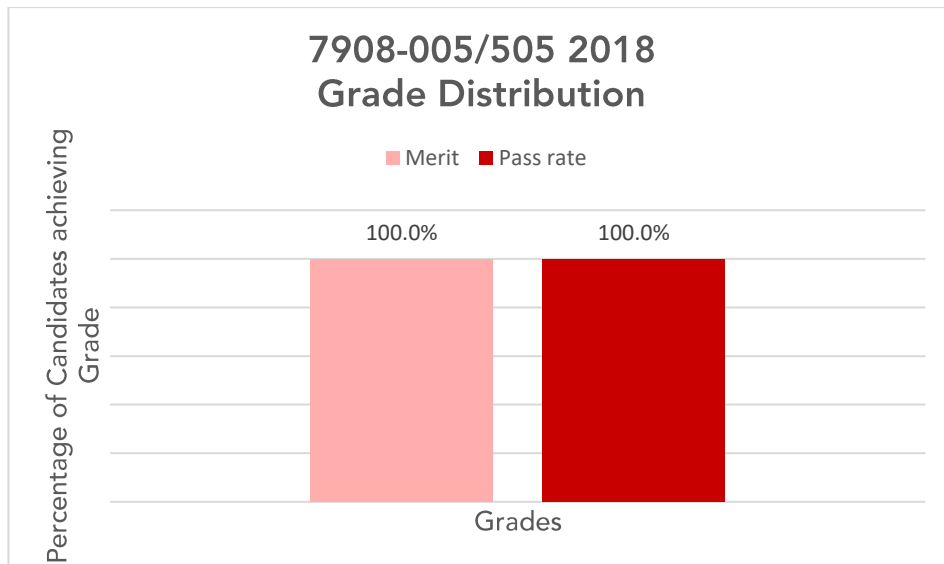


Assessment: 7908-005/505
Series: June 2018 (Summer)

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 graph below shows the distributions of grades and pass rate for this assessment;



Chief Examiner Commentary

7908-005/505 - Level 2 Technical Certificate in Plastering - Theory exam

Series 1 – March 2018

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

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.

It was identified that Q17 wasn't technically correct and could have confused candidates. Therefore the decision was made to exclude this question and was taken into consideration during awarding to ensure candidates were not disadvantaged. In order to support candidates and teaching, we have replaced this question with an alternate question in the March 2018 Past paper which is available on the City and Guilds website.

Candidates demonstrated good knowledge and understanding across the following topics; day-to-day running of construction sites, identifying key personnel and required welfare facilities, using specifications, identifying symbols, hatchings and roofing components and complying with building regulations.

Candidates showed a lack of understanding with regards to construction documents and performed poorly to questions relating to specific drawings and material schedules.

Calculation questions also proved challenging for the candidates as they struggled to work out calculations for linear measurements and allowing for waste when calculating lengths of angle bead for a window wall.

Candidates should be familiar with using standard electrical mixing equipment 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; identifying basic background characteristics, process for preparing floating coats when floating and finishing to door linings, mixing materials and the effect of adding too much additive.

Candidates failed to identify stud centres for fixing plasterboard, recognising the sequence of fixing two layers of plasterboard to ceilings joists and identifying specific types of plasters.

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 type of questions proved to be the most challenging for candidates. In order 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.

Series 2 – June 2018

As only 1 candidate sat the June 2018 (Summer) exam there is no commentary for this exam series.

Synoptic Assignment

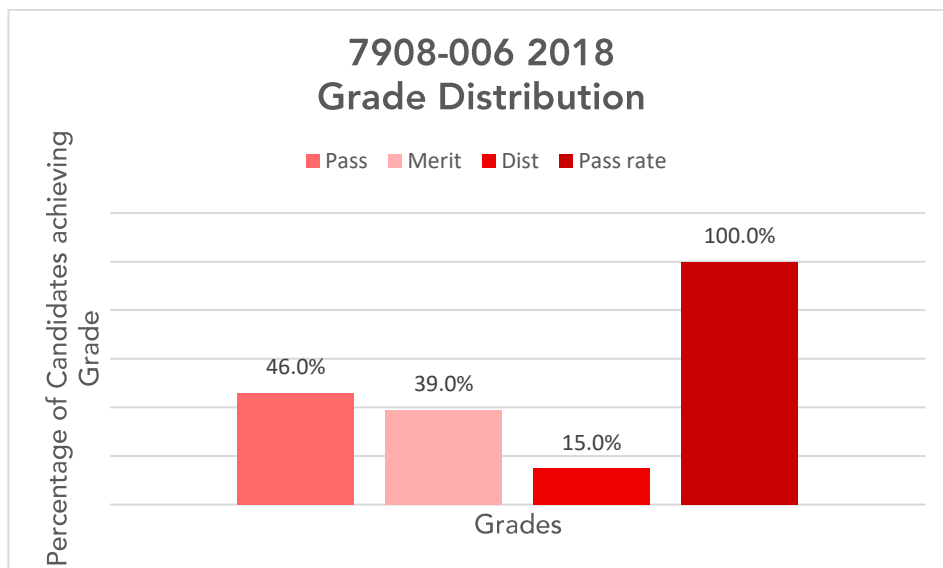
Grade Boundaries

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

Assessment: 7908-006
Series: 2018

Total marks available	60
Pass mark	26
Merit mark	36
Distinction mark	46

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



Principal Moderator Commentary

Task 1 included the setting out and installation of plasterboard with dry wall adhesive, fixed beads and completed plastered surface. There was sufficient evidence that the work had been produced and there was some good evidence on display to moderate by one centre. Overall this task performed well as candidates were able to demonstrate their skills for setting out and installing dry lining plastering systems.

Task 2 included setting out of stop beads to form a plain render panel which included a completed scratch coat and consolidated smooth finish. Photographs taken were not always clear and were not of the completed work as specified within the assignment brief.

The general appearance of the completed tasks were good, however there was evidence that the plasterboard packers used on the floor for Task 1 were not removed before applying and completing the finishing plaster coat. Evidence relating to the appearance of the finished scratch coat and consolidated smooth finish render surface was missing for one of the centres. There were no issues with health and safety as risk assessments appeared to have been completed correctly and PPE was worn at all times.

This task gave candidates the opportunity to demonstrate how to set out, apply and finish traditional render systems, the task was 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.

Task 3 required candidates to produce a proposal of a selected floor screed system. Minority of candidates completed this task to the accepted standard specified in the brief. It was evident that candidates did not fully understand what was required in completing the task. Evidence for this task was also missing in some cases.

Performance against each AO

AO1 Recall of knowledge in Tasks 1 and 2 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 which meant the candidates had successfully interpreted and completed the tasks. There was evidence of correctly positioned materials in the candidate's photographs but this lacked supporting justification.

AO2 Understanding was key to developing the 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. Justifications made by the assessor's also included constructive feedback on the candidate's performance. The evidence suggests the learners managed to work their way through the tasks in a logical manner.

AO3 All tasks were complete and photographic evidence was submitted for Tasks 1 and 2. Candidate record forms and practical observation forms, helped to form an opinion on the performance of the candidates. Generally the standard of work was good, however some evidence clearly indicated poor working practices such as working from the wrong side of the wall and laying render from the bottom part of the wall to the top.

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. In some cases the assessor had highlighted that the candidate needed to be accurate and precise when setting out.

AO5 The evidence indicated that the attention to detail in most cases was very good, in most cases keeping work clean and defect free. In addition candidates showed good housekeeping and consideration for others.

Assessors need to justify why high marks are provided, this was not the case when completing the documentation.

Candidates had performed very well overall with no failures recorded.

Best practice

Centres were instructed to upload the assignment as one document, however in some cases single files were uploaded which created additional workload when accessing and moderating the learners work. There were a number of photographs that were submitted for moderation which were poor quality and lacked clarity of the work. The justifications for the marks awarded in some cases were 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 of the marks applied. In future, assessors should try to relate their mark justifications to the band descriptors in detail within the candidate's record form.