

**7908-20 Level 2 Technical  
Certificate in Plastering  
Pathways: Solid  
Interior Systems**

**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.

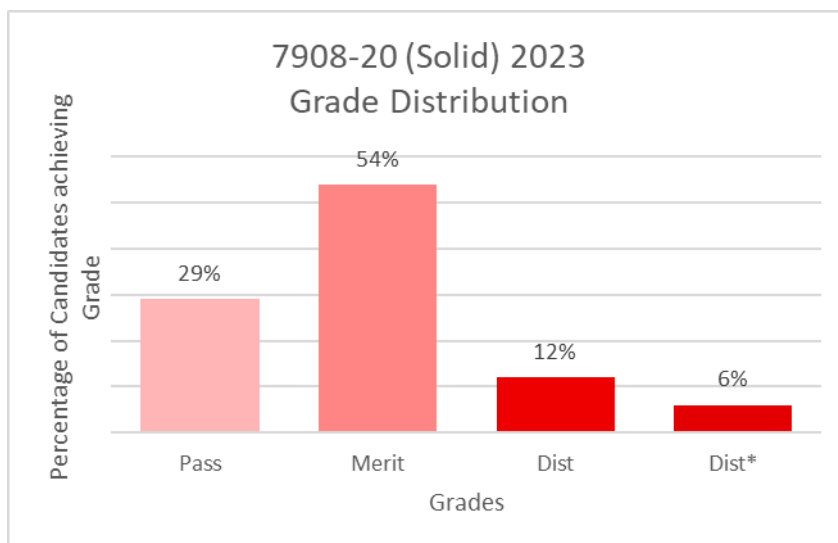
The document provides commentary on the following assessments:

- 7908-005/505 Level 2 in Plastering – Theory exam
  - March 2023 (Spring)
  - June 2023 (Summer)
- Pathway 1 – Solid:
  - 7908-006 Level 2 in Plastering (Solid) – Synoptic Assignment
- Pathway 2 – Interior Systems:
  - 7908-010 Level 2 in Plastering (Interior Systems) – Synoptic Assignment

# Qualification Grade Distribution

## Pathway 1: 7908-20 Plastering (Solid)

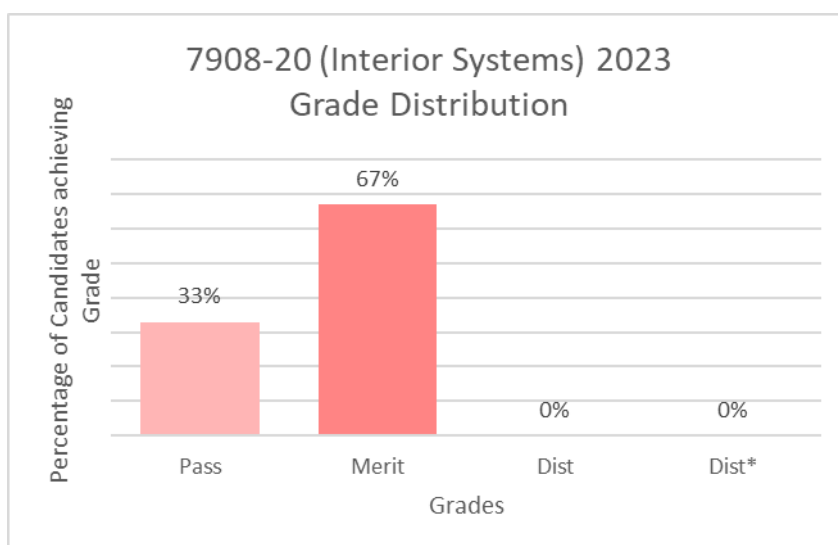
The approximate grade distribution for this qualification is shown below:



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.

## Pathway 2: 7908-20 Plastering (Interior Systems)

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

## 7908-005/505 – Plastering

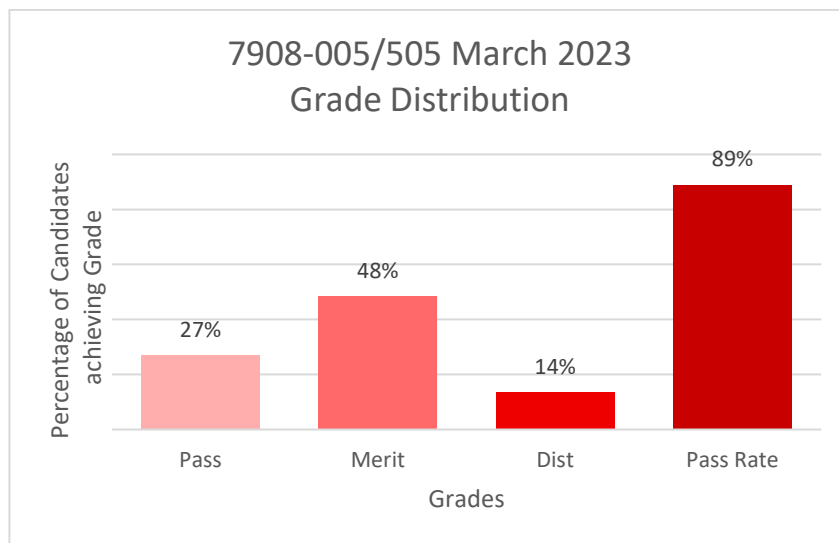
### Grade Boundaries

Assessment: **7908-005/505**  
Series: **March 2023 (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	27
Merit mark	35
Distinction mark	44

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

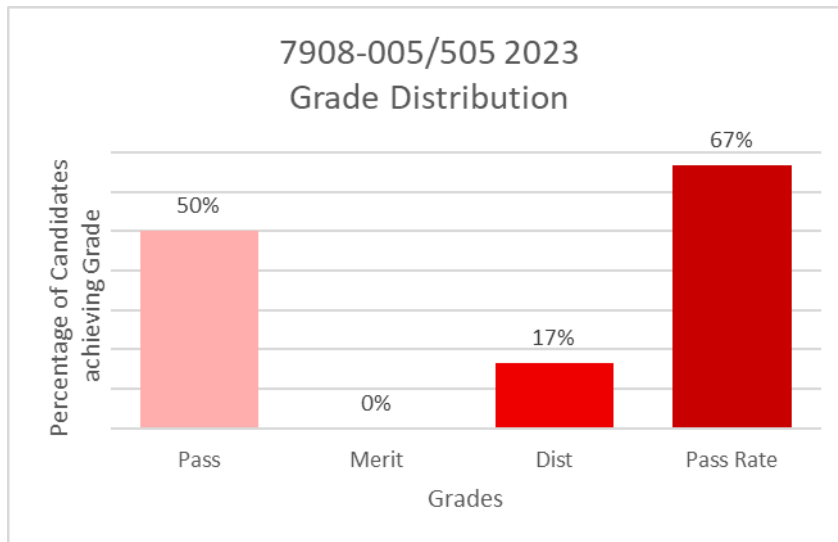


Assessment: **7908-005/505**  
Series: **June 2023 (Summer)**

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	27
Merit mark	35
Distinction mark	44

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



# Chief Examiner Commentary

## 7908-005/505 – Level 2 Plastering – Theory Exam

### Series 1 – March 2023

This was the sixth series of the Level 2 Technical Certificate in Plastering theory examination. The question paper has been written to include questions on knowledge and understanding in line with learning outcomes relating to Unit 201 Principles of construction and Unit 202 Internal solid plastering and fixing sheet materials.

The question paper was comparable with previous series in terms of style and level of difficulty and met the requirements of the test specification in the qualification handbook.

Generally, candidates performed well and demonstrated good recall knowledge throughout the examination, but particularly in the following topic areas:

- Identifying trade roles in construction.
- Identifying construction documentation.
- Naming key health and safety legislation.
- Understanding the purpose of a site induction.
- Identifying underground services.
- Recalling cavity wall components.
- Recalling characteristics of backgrounds.
- Identifying types of performance plasterboards.
- Identifying types of additives.
- Identifying types of plasterboard fixings.

Candidates overall also performed well and demonstrated good understanding in the following topic areas:

- Recognising the use of specifications.
- Understanding the requirements for authorising safe systems of work.
- Understanding the purposes of foundations.
- Identifying the causes of common structure defects.
- Selecting appropriate additives.
- Working out calculations for plastering materials.
- Distinguishing between standard and performance plasterboards.

Candidates demonstrated weaknesses in knowledge and understanding questions relating to the following topics:

- The role of professionals within construction.
- The positions of wall and roofing components.
- The sequence of first and second fix installations.
- Various types of drawings.
- Identifying how to perform tasks from images.
- The purpose of binders and aggregates in pre-blended plaster.
- Preparation of backgrounds to receive three coat plasterwork.
- Fixing centres when installing plasterboards.

Candidates found some questions particularly challenging. These questions mainly related to working out causes of structural defects, selecting appropriate beads for different plaster applications, when to use appropriate additives to enhance plaster performance and preparation of different plaster application.

Candidates performed much better with the applied knowledge (AO4) questions which covered content across the two units. These questions were based on scenarios and candidates were required to provide responses to problem solving defects and recognising complex construction processes.

Candidates need to be reminded of the need to provide and demonstrate their full depth and breadth of knowledge and understanding across both topic areas for principles of construction, internal plastering, and fixing sheet materials.

Centre staff and candidates should be encouraged to further develop their understanding of learning outcomes and topics to the correct depth and are advised to re-visit the handbook in preparation for future exam series. They should also support candidates by practising sample papers to ensure they are familiar with the style and topic areas of the exam paper. Finally, when revising for extended response questions, candidates need to demonstrate that they have analysed the scenario carefully to show their understanding.



## Series 2 – June 2023

This was the seventh series of Level 2 Technical Certificate in Plastering examination, and the test paper met the requirements of the test specification handbook.

The question paper has been written to include knowledge and understanding in line with learner outcomes relating to unit 201 Principles of construction and unit 202 Internal solid plastering and fixing sheet materials.

The question paper was comparable with previous series in terms of style and level of difficulty.

Candidates performed well and demonstrated good knowledge in the following areas:

- Identifying trade roles in construction.
- Health and safety legislation.
- Purpose of toolbox talks.
- Identifying underground services.
- Characteristics of backgrounds.
- Types of performance plasterboards.
- Types of plasterboard fixings.
- Fixing centres when installing plasterboard.
- Types of low and high suction backgrounds.

Candidates performed well and demonstrated good understanding in the following areas:

- Recognising types and purpose of foundations.
- Identifying the cause of structure defects in walls.
- Identifying and selecting standard and performance plasterboard.

Candidates demonstrated weaknesses in knowledge and understanding questions relating to:

- Working out and calculating surface areas for plaster application.
- The use of bonding slurries and bonding grit adhesives when preparing backgrounds.
- The role of professionals in construction
- Reasons for issuing permits to work.
- Position of wall components.
- The use of thin coat beads for producing splayed corners.
- Various types of drawings.
- The use of technical information such as specifications, manufactures information and schedules.
- Identifying images of tools and equipment.
- The purpose of binders and aggregates used in traditional and modern plasters.
- Preparation of backgrounds to receive three coat plasterwork.
- The use of additives and reinforcement in traditional cement based plasters.
- Types and causes of defects in plaster surfaces.

Candidates found some questions particularly challenging. These questions were related to technical information, location of components, and identifying modern and traditional binders and aggregates.

Candidates performed much better with the applied knowledge (stretch and challenge) questions which covered content across the two units. These questions were based on scenarios and candidates were required to provide responses to problem solving defects and recognising complex construction processes. Candidates need to be reminded of the need to provide and

demonstrate their full depth and range of knowledge and understanding across all topic areas for Principles of construction and Internal plastering and fixing sheet materials.

Centre staff and candidates should be encouraged to further develop their understanding of learner outcome topics to the correct depth and are advised to review the handbook in preparation for future exam series. They should also support candidates by practising sample papers to ensure they become familiar with the style and topic areas of the assessment. When revising for extended response questions, candidates should demonstrate that they understand the question and have analysed the scenario carefully.

# Synoptic Assignment

## Grade Boundaries

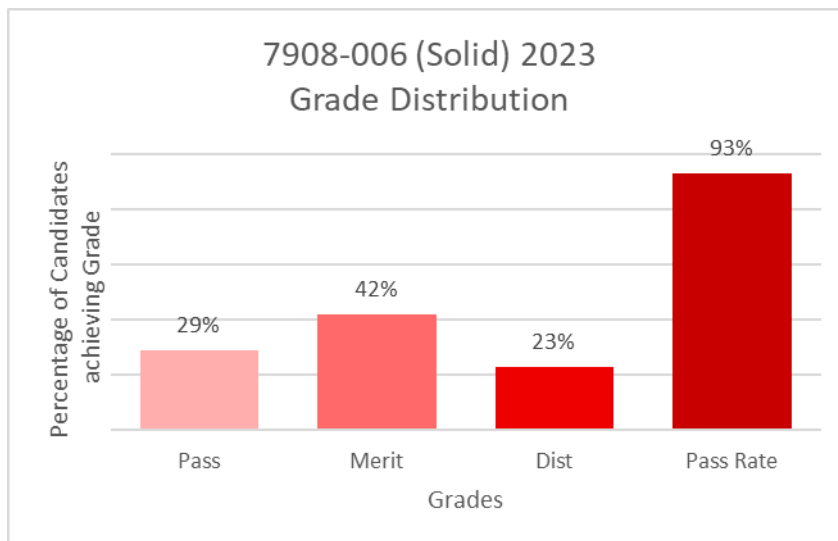
### Pathway 1: 7908-006 – Plastering (Solid)

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

Assessment: 7908-006 (Solid)  
Series: 2023

<b>Total marks available</b>	<b>60</b>
Pass mark	26
Merit mark	35
Distinction mark	45

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



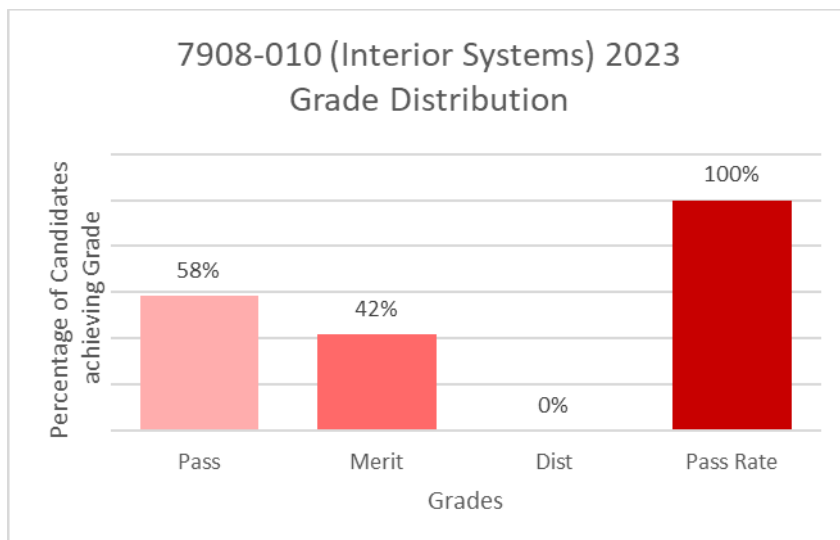
## Pathway 2: 7908-010 – Plastering (Interior Systems)

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

Assessment: 7908-010 (Interior Systems)  
Series: 2023

<b>Total marks available</b>	<b>60</b>
Pass mark	27
Merit mark	37
Distinction mark	47

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



# Principal Moderator Commentary

## Pathway 1: 7908-006 Plastering (Solid)

### Series – 2023

This was the fourth year for the synoptic assignment 7908-006 Level 2 Technical Certificate in Plastering (Solid). This series is based on internal plastering, dry lining and external rendering tasks.

The synoptic assignment for this year was set with five tasks.

In Task 1, candidates were required to produce a proposal document to identify and state the benefits and cost comparisons of using traditional floor screeds and liquid floors for a client's property that included underfloor heating elements.

Task 2 included producing a method statement and a resource list to identify the tools, equipment and materials that would be required to carry out the practical activities set in tasks 3 and 4.

Task 3 as the first practical task involved setting out for direct bond dry lining to a masonry wall and mechanically fixing plasterboard to form a beam and ceiling. This task included cutting and fixing plasterboard to dimensions, cutting out a service box, fixing thin coat beads to wall edges, and fixing standard angle bead to form a level soffit in preparation for applying a backing coat. All wall, beam and ceiling surfaces needed to be finished with gypsum plaster external corners and gypsum finishing plaster.

For Task 4, candidates were required to set out dimensions, fix standard stop beads to form a panel with a bell cast bead position level to form a plinth. The panel area was applied and keyed with a scratch coat and further subsequent topcoat application was applied, ruled and consolidated with a polyurethane float to form a finished plain face surface.

Lastly, in Task 5 candidates were required to write an evaluation to reflect on what they had produced for each task.

Candidates showed good AO1 recall overall for Tasks 1 and 2, and there was good evidence of candidates understanding the differences between modern and traditional floor screeds.

For AO2 (understanding), the photographic evidence demonstrated that work had generally been completed to the appropriate standard. Justifications made by the centres were much more thorough for this series; the assessors included some very good constructive feedback on the candidate's performance. The evidence also suggested that the learners managed to work their way through the tasks in a logical manner.

Generally, the standard of practical work for the AO3 criteria was competent to very good. Some candidates demonstrated a high level of skill during the practical Tasks 3 and 4, which enabled them to achieve higher marks. All candidates complied with health and safety during the practical tasks. It was noted that these tasks appeared to have stretched a significant number of candidates, particularly when setting out before installing plasterboard and fixing different types of internal and external beads. Other areas where candidates were particularly challenged by included internal angles which were out of line in some places, plastered surfaces which were sometimes incomplete and/or contained defects, and some surfaces were not finished correctly after consolidation. However, the marks given for this task were above average overall. Centre notes regarding the AO3 criteria were well supported by the photographic evidence provided.

The application of knowledge, understanding and skills to complete the tasks, as defined in AO4, were mostly evident. The assessors' feedback to candidates included statements that the work tasks were planned, prepared, and completed to the drawing and specification. Candidates also reviewed their performances generally well in task 5, outlining good points and areas for further development.

The evidence for AO5 indicated that the attention to detail in most tasks was very good, with most candidates keeping their practical work clean and free of defects. In addition, candidates showed good housekeeping and consideration for follow-on trades. Assessors provided good reasoning supported by the photographs, and fully justified why high-end marks were awarded.

### **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. While this is preferred, individual documents were also acceptable when labelled correctly and in a logical fashion. The photographs of candidates' work this year were very clear and of good quality, which greatly assisted the moderators. This year, the majority of centres had uploaded the correct images which were fully supportive of candidates' work as recommended in the assignment brief. Learner details were also presented with the candidate's images to easily authenticate and validate the evidence.

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

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 where the standardisation is insufficient, leading to some inconsistencies. There is a need to ensure there is a standard approach to the marking process to ensure fairness, consistency and accuracy. Centres with one marker and/or a satellite centre should collaborate with other craft areas, and evidence of standardisation must be shown before the moderation takes place.

Some centres had allocated and pre-planned synoptic tests on a weekly basis to prevent overcrowding in workshop and minimise congestion. All centres underwent a moderation visit which assisted with the marking and recording process. All centres complied with the moderation visit and there were some excellent plastering skills on display.

## **Pathway 1: 7908-010 Plastering (Interior Systems)**

### **Series – 2023**

This was the second year for the synoptic assignment 7908-010 Level 2 Technical Certificate in Plastering (Interior Systems). The synoptic assignment has five tasks within the brief covering dry lining and metal framed systems.

Task 1 required candidates to plan around a scenario around a wall lining system. Task 2 involved creating a resource list and method statement in preparation for the practical Tasks 3 and 4. These practical tasks included covering metal framed ceilings, installing plasterboard sheets, taping and jointing, and cutting out services. Task 5 asked candidates to complete a self-evaluation reflecting on their performance across all the tasks.

Candidates showed good AO1 recall for Tasks 1 and 2, and there was some good evidence of completed work for selecting appropriate lining systems to external substrates to improve thermal efficiency.

Understanding (AO2) was key to developing the knowledge and successfully completing the tasks. The photographic evidence demonstrated that work had been completed to the appropriate standard. Justifications made by the assessors also included constructive feedback on the candidate's performance. The evidence also suggested that the learners managed to work their way through the tasks in a logical manner.

Generally, the standard of practical work in Tasks 3 and 4 was good, and in some areas was very good with supporting photographs to justify the awarded marks for AO3. The majority of the photographic evidence was in line with the assignment brief, although some photographs were difficult to moderate as they were too large. Centres are reminded to keep the photographs within a reasonable size to allow moderators to review them with ease. Some candidates appeared to have found these practical tasks challenging, particularly when setting out perimeter and primary channels for producing a Caso-line ceiling system. However, the marks awarded for this task were slightly above average. There was evidence of correctly positioned sheet materials with cut out openings. Candidates also reviewed their performance which reflected on their good points and areas for further development. Generally, the centre notes were very well supported by the photographic evidence and the written work produced by the candidates.

The application of knowledge, understanding and skills in order to complete the tasks (AO4) was generally evident. The assessor's feedback to candidates included some good feedback around the quality of the planning, such as in the resource list and method statement. All tasks were generally well-prepared and completed in line with the drawing and specification.

The evidence of attention to detail for AO5 was very good across the tasks, with the majority of candidates keeping practical work clean and free of defects. In addition, candidates showed good housekeeping and consideration for follow-on trades. Assessors justified why fair marks were awarded across the cohort and these justifications were well supported by the candidate evidence.

Centres uploaded the assignment as one document which contained the necessary evidence to allow the moderation to be completed within the time scale. While this is preferred, individual documents are also acceptable when labelled correctly and in a logical fashion. The photographs of candidates' work this year were generally very clear and of good quality, which greatly assisted the moderators. As mentioned previously, some photographs were slightly too large so a smaller size of photograph would be preferred. This year, the majority of centres had uploaded the correct images which were fully supportive of candidates' work as recommended in the assignment brief. Learner details were also presented with the candidate's images to easily authenticate and validate the evidence.

Centres had also allocated and pre-planned synoptic tests on a weekly basis to prevent overcrowding in workshop and minimise congestion. The centres underwent a moderation visit which made the marking and recording process standardised. They also complied with the moderation visits and there were some good interior systems work and relevant skills on display.