



8202-25 – L2 Technical Certificate in Plumbing

March 2018

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 2018** 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;
8202-025/525 Level 2 Plumbing – Theory exam

Theory Exam - March 2018

Grade Boundaries and distribution

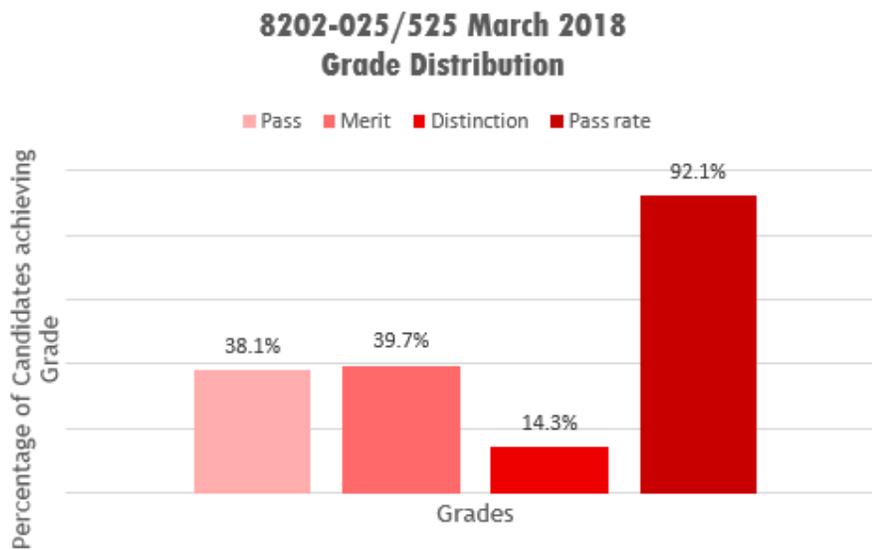
Assessment: 8202-025/525

Series: March 2018

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

Total marks available	59
Pass mark	26
Merit mark	34
Distinction mark	43

The graph below shows the distribution of grades and pass rates for this assessment;



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 8202-025/525

Series 1 (March)

One item was excluded from this examination. Following question analysis it was highlighted that the image provided to support the question was not clear, which could disadvantage the candidates, therefore this assessment was scored out of 59 marks rather than 60.

The paper was set at the appropriate level, was consistent with the test specification and featured a mixture of AO1 recall, AO2 understanding and AO4 applied knowledge questions. The terminology and technical content assessed in the question paper was to the correct level 2 standard.

The question paper identified gaps in candidates' knowledge, which may have been due to a poor examination technique. An example of this is Q56, the item asked candidates to identify a component from the image provided. This should have been a relatively easy item as it was supported with an image, however, candidates have rushed the item, which resulted in them missing the anti-vac part of the trap, and simply selected bottle trap.

Areas of strength that performed well are listed below with candidates demonstrating in-depth knowledge and understanding around a variety of outcomes;

- Health and Safety
- Fitting identification
- Jointing processes
- Hot and cold systems

Some areas of the specification proved difficult for the cohort of candidates to answer, it is suggested that delivery should reinforce these principles prior to assessment. These areas include specialist drainage components, regulator documents and systems.

An example of this is Q55, candidates were asked to identify an above ground drainage system from a system layout diagram, the correct answer was a stub stack but a high percentage of candidates selected primary ventilated stack. It was evidence that candidates had not considered the pipe lengths given to them in the diagram to allow them to identify the correct answer.

Candidates showed weakness across questions assessing their knowledge of various British Standards and legislation. At level 2, the specification expects candidates to have an awareness of the various standards and legislation relevant to plumbing, and a high-level understanding of their purpose rather than an in-depth understanding of these documents. For example, how Part L the Conservation of Fuel and Power links to central heating zoning arrangements. It is worth noting that for candidates looking to progress onto level 3, this knowledge will be built upon as they are the foundations that plumbing installations are designed from. They will require additional attention during delivery and revision sessions.

There were 12 applied knowledge questions spread across the question paper, which included Q9, Q10, Q19, Q20, Q29, Q30, Q39, Q40, Q49, Q50, Q59 and Q60.

These questions are used to check candidates comprehensive understanding of the units studied on the qualification. The questions usually take the form of a scenario and generally have a cause and effect assessment method such as, a fault that has developed in a plumbing system and how the fault can be corrected to enable the system to work correctly.

The applied knowledge questions assisted higher scoring candidates as they consistently picked up marks throughout the entire question paper. Candidates that struggled to pick up marks in this area were generally candidates in the lower scoring brackets. The applied knowledge questions showed clear differentiation between higher and lower scoring learners.

As this assessment approach is still relatively new to centres and candidates the distribution of grades and pass rate are extremely positive. Due to the synoptic nature of the assessment, candidates would benefit from regular revision sessions to allow them to pull together knowledge and understanding from across the assessed units prior to assessment. Centres should also utilise the support materials available in terms of sample and past papers to ensure candidates are familiar with the question types ahead of the examination.