

7907-20 Level 2 Technical Certificate in Painting and Decorating (360)

Qualification Report 2022

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g. Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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.

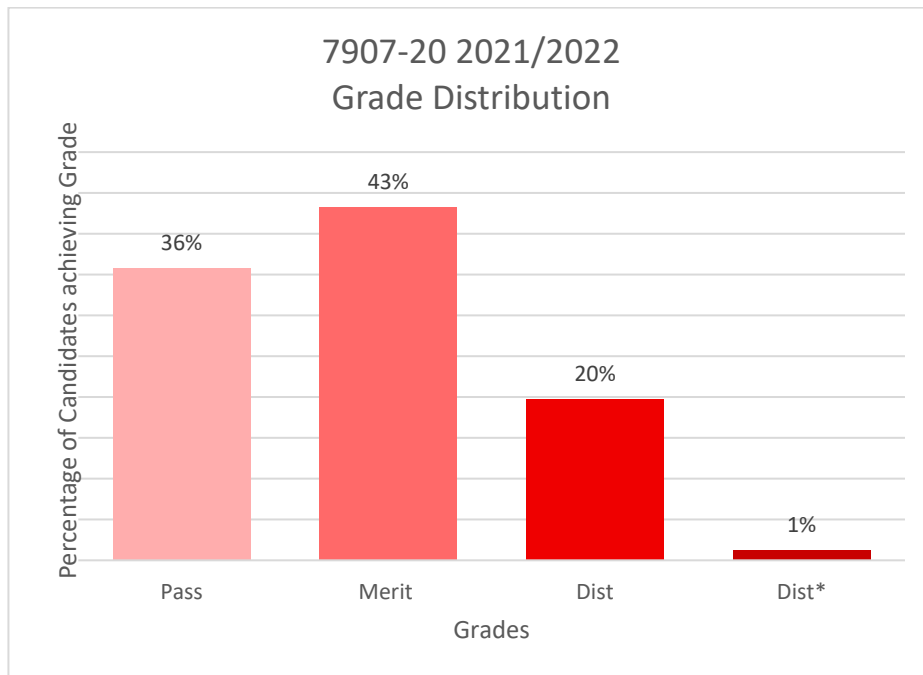
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 7907-20 Level 2 Technical Certificate in Painting and Decorating – Theory exam
 - March 2022 (Spring)
 - June 2022 (Summer)
- 7907-004 Level 2 Technical Certificate in Painting and Decorating – Synoptic Assignment

Qualification Grade Distribution

The grade distribution for this qualification during the 2021/2022 academic year is shown below.



This data is based on the distribution as of 16th August 2022.

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.

Theory Exam

Grade Boundaries

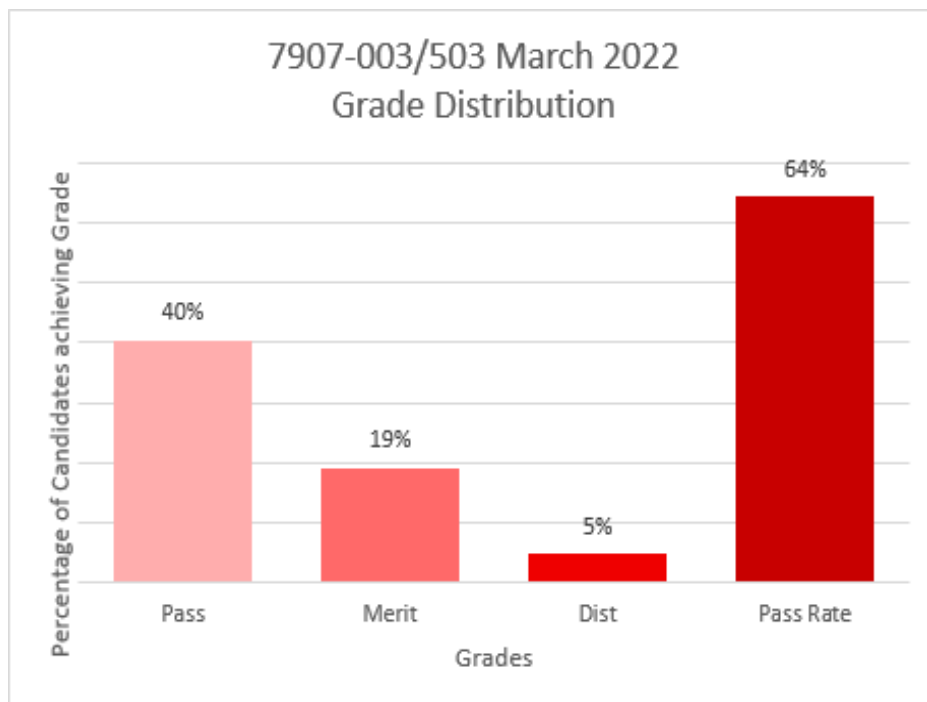
Assessment: 7907-003/503
Series: March 2022 (Spring)

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

Total marks available	60
Pass mark	25
Merit mark	34
Distinction mark	43

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

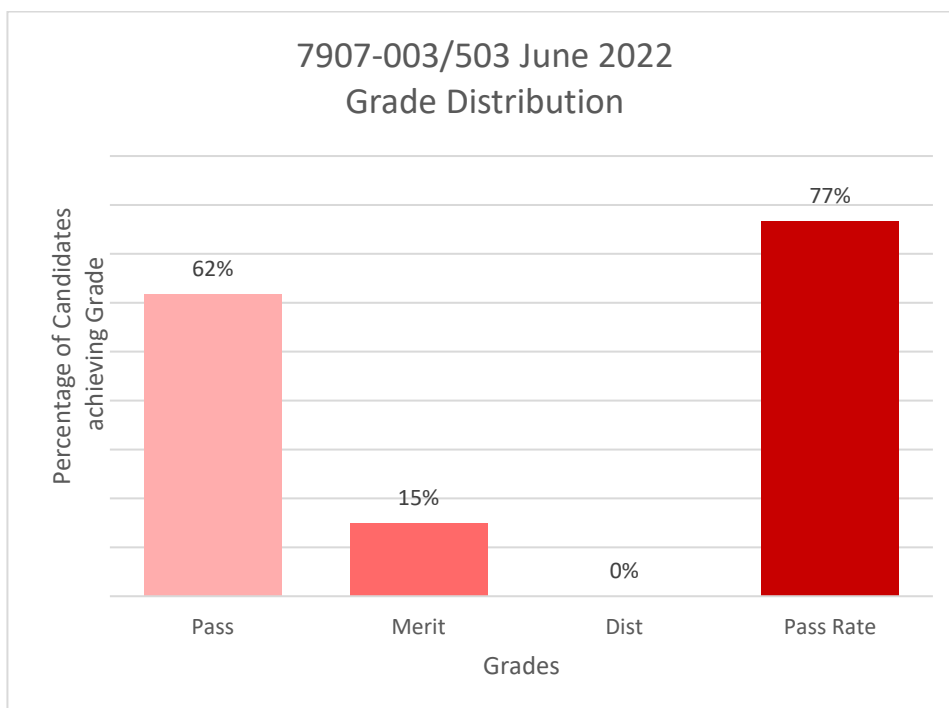
The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:



Below identifies the final grade boundaries for this assessment.

Total marks available	60
Pass mark	21
Merit mark	30
Distinction mark	40

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



Chief Examiner Commentary

7907-003/503 - Theory exam

March 2022 (Spring series)

This 60-question exam paper was set in a multiple-choice format assessing units 201, 202, 203 and 204 within the 7907-003/503 Level 2 in Painting and Decorating handbook. A mixture of AO1 (recall), AO2 (understanding) and AO4 (applied knowledge) questions were used across the breadth of units examined.

There were no questions where the correct key was not selected by a good proportion of candidates indicating that all marks were accessible to a well-prepared candidate.

Candidates demonstrated good knowledge and understanding in areas where the questions focused on theoretical learning that would have been mirrored in practical sessions, particularly Health & Safety, Unit 203 Preparation of surfaces for decoration, Unit 204 Application of surface coatings and Unit 205 Application of papers to walls and ceilings.

Sections of the examination where candidates performed weakly included Unit 201 Principles of construction and areas where an understanding of technical terminology was required. Candidate responses from these questions highlighted those who were unable to identify or understand some key decorative and construction terminology.

In conclusion, a broad, representative range of the subject matter included in the qualification handbook was covered by the paper, highlighting good Health & Safety and practical application knowledge and understanding. However, candidate performance would benefit from centres putting a greater emphasis on technical and theoretical knowledge aspects of the handbook, with a focus on terminology.

Candidates need to ensure they fully read and understand all questions before responding, particularly the AO2 (understanding) and AO4 (applied knowledge) style questions. Centres need to support their candidate's development with these types of questions.

June 2022 (Summer series)

This 60-question exam paper in a multiple-choice format was set at an appropriate level to be comparable with the Spring examination, pre-Covid examination papers and adhering to the test specification. A mixture of AO1 recall, AO2 understanding and AO4 applied knowledge questions were used across the breadth of units examined.

Candidates demonstrated good knowledge and understanding in areas where the questions focused on theoretical learning that would have been mirrored in practical sessions, particularly Health & Safety, Preparation of Surfaces and Applying Paint Coatings.

Candidates performed weakly in sections of the examination where an understanding of technical terminology was required. When assessing the responses from these questions, it highlighted some candidates were unable to identify or understand some key decorative and construction terminology. For example; Identifying defects, their cause and rectification process.

In conclusion, a good range of the subject matter included in the qualification handbook was covered by the paper at an appropriate level, highlighting good Health & Safety and practical application knowledge and understanding, centres need to apply more emphasis to technical and theoretical knowledge aspects, with a focus on terminology, this is in line with the findings of the spring examination.

Synoptic Assignment

Grade Boundaries

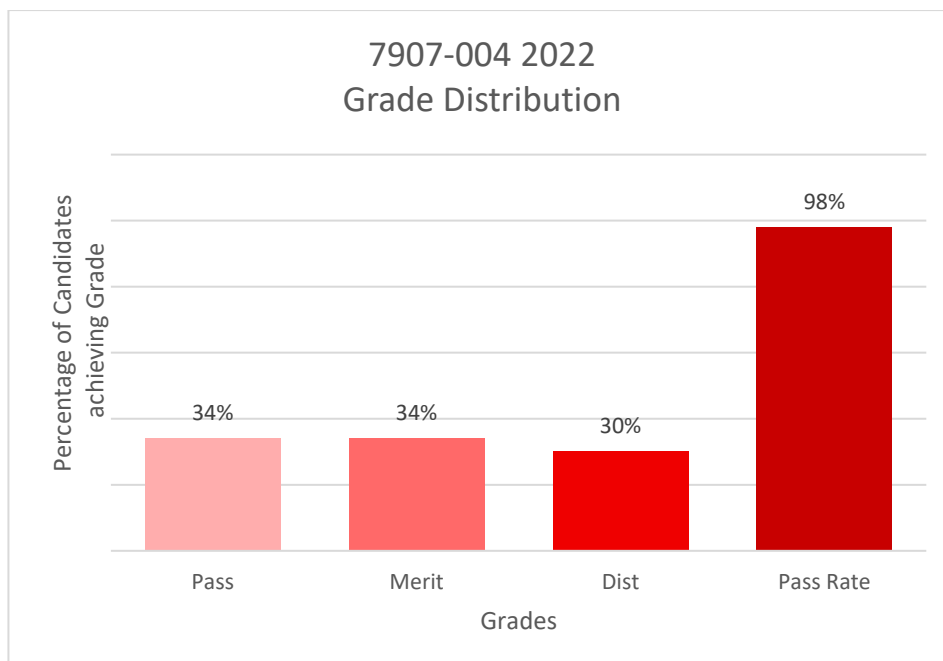
Below identifies the final grade boundaries for this assessment.

Assessment: 7907-004

Series: June 2022

Total marks available	60
Pass mark	22
Merit mark	32
Distinction mark	43

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



Principal Moderator Commentary

The synoptic carried similar challenge in difficulty levels to the previous year featuring paperhanging, decorative effects, and general painting with an element of setting out and preparation techniques.

The synoptic was completed as expected with most tasks having been carried out to a reasonable standard with most of the candidates' performance ranging from fair to excellent.

Marking

Marking was similar across the board. Some centres, where more than one assessor has marked work, should ensure a good standardisation process is completed prior to any marking being completed or evidence collection being carried out to allow for a standardised marking process.

Candidate prior knowledge

A previous report suggested that checks are required by centres to ensure candidates entered for this level of learning have knowledge or experience at Level 1 prior to commencement as some candidate evidence suggested a lack of experience of some Level 1 basic painting skills. In some centres this is still not being completed and a recommendation to be carried forward.

Candidate performance

The following tasks still presented challenge to some candidates.

Most of the candidate's did not complete the Method statement and other documentary evidence to a good standard. The documents still lack important detail and unfortunately did not provide a good commentary of works and resources to be utilised.

Inadequate skill level for paperhanging skills were seen. Some candidates struggle with the fundamental basics of cutting, pasting, and matching wall papers.

Digital approach

Centres are encouraged adopt a digital approach for all evidence, some candidates and, indeed, assessor's handwriting can make it a challenge for markers to gain a full understanding of candidate submissions. The use of a word processor would alleviate this issue and allow for a better understanding of work carried out by Markers and Moderators, giving the candidate the best chance to succeed.

The Painting and Decorating L2 synoptic assignment for this year was the first official synoptic assignment be undertaken since the covid restrictions and grades awarded through centre and teacher assessed grades.

Task 1 required candidates to plan their work before commencing work. A completed tool and equipment list, along with a method statement, was used to demonstrate the ability for recall and application of acquired knowledge.

Task 2 required candidates to perform the following practical tasks:

- Application of cross lining followed by hanging a patterned wallpaper to the lower wall area.
- Application of vinyl matt emulsion to the upper wall area.
- Setting out and application of paint to two panels using an achromatic colour scheme.
- The practical work was completed by the application of a water-based undercoat and gloss finish to the dado rail and skirting.

Task 3 required candidates to provide a reflective evaluation of their work.

In most cases there was sufficient evidence that the work had been produced to a good standard from moderation visits to centres, photographic images and observation reports of the work provided by the centre assessor/marker.

Overall, the tasks were performed well by most candidates who were able to demonstrate their skills in planning, practical application of preparation, paperhanging, application of both decorative and plain painting techniques.

In some cases, there was quite a poor standard of preparation and paperhanging skills. Some candidates appeared to struggle with using paperhanging shears to achieve neat cutting in the wallpaper task.

In several cases the method statement task and other documentation was not of a good standard, lacking important detail. In some cases, the sequence of operations described was basic and candidates did not expand on the methods to be used to complete tasks.

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 these tasks which allowed them to achieve higher marks. All candidates were complying with health and safety during the synoptic tasks.

Most images uploaded were of a good standard although, in several cases, the quality of images provided were dark or indistinct. There was a variance in the quantity provided not always matching the requirements of the specification and in some cases, images were submitted unnamed and not task linked, making moderation unnecessarily challenging and time consuming.

The justifications for the marks awarded, in some cases, were brief and did not contain enough detail to support high-end marks. Some written evidence was difficult to read and understand. Some centres provided a good rationale for their marks awarded whilst others provided a minimal response. It is essential that centres follow the band descriptors when making justifications or awarding marks.

As in the previous year, there was some confusion over completing the actions regarding the requirements for uploading of documents to the moderation portal. Centre standardisation declaration and employer involvement details were not always assigned to the correct area of the portal, some centres used incorrect documentation using level 3 paperwork for level 2.

Performance against each AO

- **AO1** Some learners found that the recall of knowledge was challenging, and, in quite a few cases, this appeared to have stretched some candidates, particularly when completing the method statement. Insufficient detail being provided in some instances.

Assessors used questioning to allow for the collection and confirmation of evidence for recalling of knowledge.

- **AO2** Most candidates were able to demonstrate a good understanding of knowledge and they were able to apply this well to their assessed methods of working. Most learners interpreted working drawings and the specification correctly. The higher boundary candidates were methodical in their approach to the tasks required.
- **AO3** All tasks were completed, and photographic evidence was submitted for the practical tasks. Candidate record forms and practical observation forms helped to form an opinion on the performance of the candidates and, in the main, were quite informative. The standard of work was good overall, however in some cases evidence clearly indicated poor working practices such as incorrect techniques, issues with cutting wallcoverings and poor brushwork.

However, in some cases the lighting could have been much improved and may have avoided some of the issues identified.

- **AO4** In most cases the tasks were planned and completed to the specification containing some minor errors. The higher performing candidates were able to bring together all aspects of their work and completed reflective accounts to a high standard. This made a good narrative for points awarded overall.
- **AO5** The evidence indicated that the attention to detail in most cases was completed, generally accurate and of a good standard suitable for a level 2 synoptic assessment.

Both external moderators felt that most candidates performed well overall and were consistent in their approach in completing a good synoptic assignment.

Best Practice

Some centres were well planned and logical in their delivery of the assessment process. Students knew exactly what they were doing, when it was going to happen and how long it should take.

Photographs where name cards and task identification were being used were deemed good practice for identification purposes of the candidate and task.

Digitally prepared and word-processed paperwork was easy to follow and simple to understand and should be an adopted practice moving forward.

The use of a previously completed synoptic model wall was good practice to bring to realisation what the candidate needed to complete.

Centre standardisation between markers is essential and seen as good practice to create a standardised approach through delivery and marking to allow a similar understanding of the assessment process.

All centres received a visit from the external moderators to allow for standardisation of the moderation process. This generated moderator discussions around practices seen and performance of different centres and created a good foundation for the pre moderation standardisation meeting.