

7907-30 – Level 3 Advanced Technical Diploma in Painting and Decorating (450)

2018

Qualification 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.

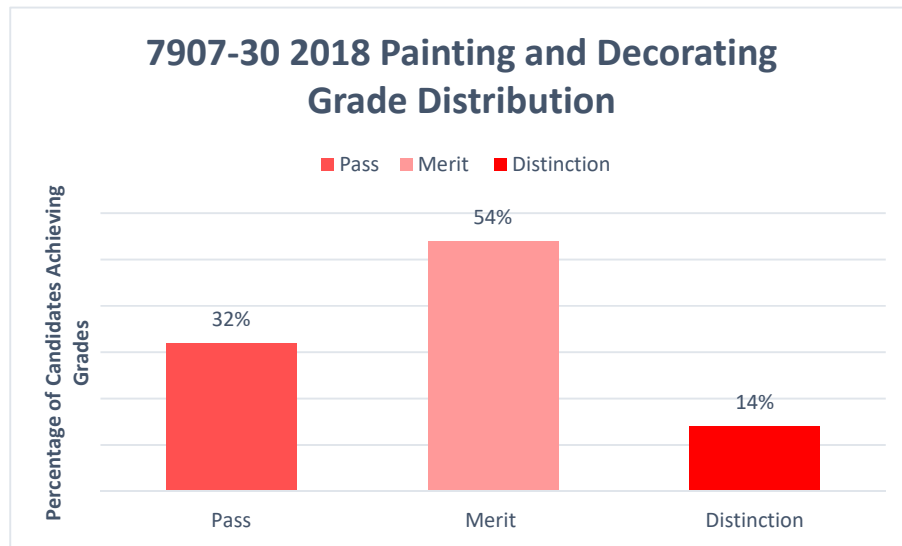
This report provides general commentary on candidate performance and highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat the **March and June 2018** examination series. It 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;

- 7907-001/501 Level 3 Painting and Decorating – Theory exam
 - March 2018 (Spring)
 - June 2018 (Summer)
- 7907-002 Level 3 Painting and Decorating – Synoptic Assignment

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.

Theory Exam

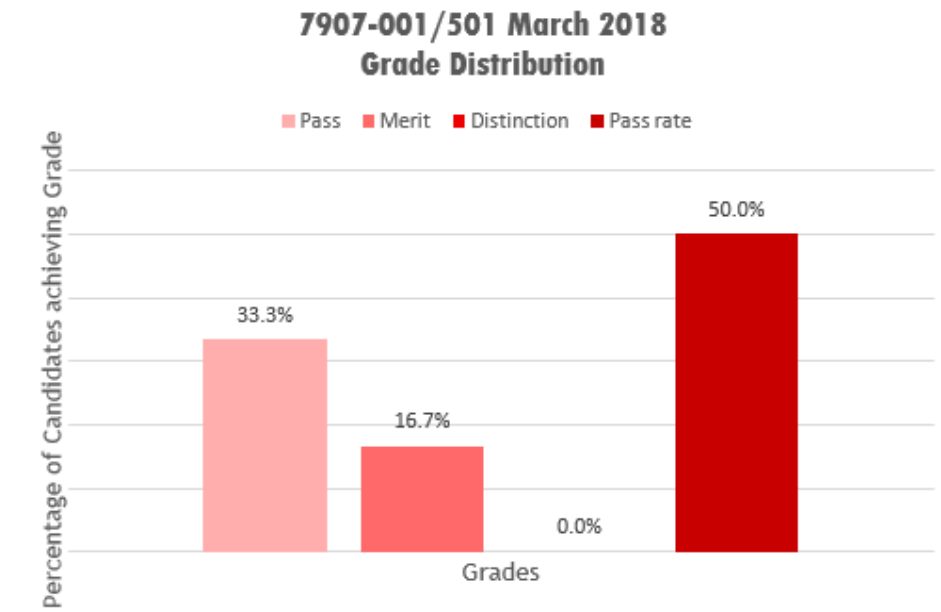
Grade Boundaries and distribution

Assessment: 7907-30/501
Series: March 2018

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

Total marks available	70
Pass mark	27
Merit mark	37
Distinction mark	47

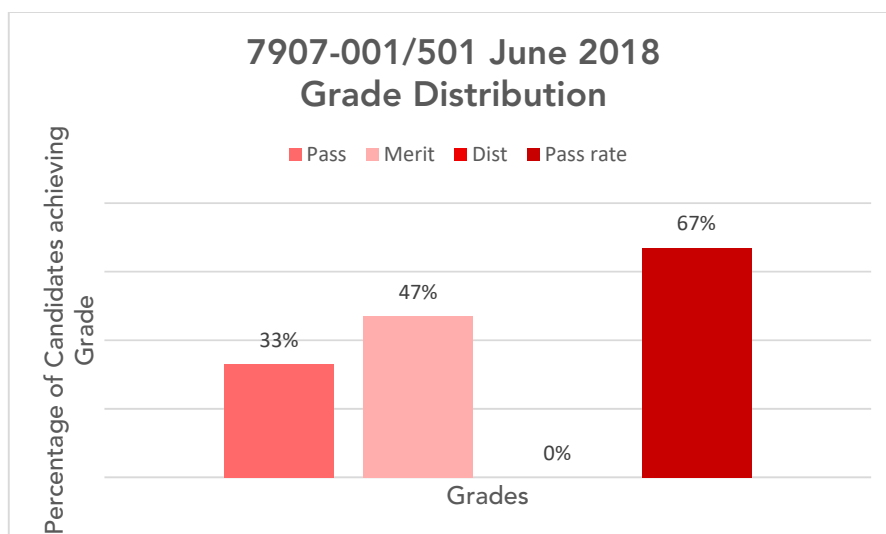
The graph below shows the distribution of grades and pass rates for this assessment;



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

Total marks available	70
Pass mark	27
Merit mark	37
Distinction mark	47

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



Chief Examiner Commentary

General Comments on Candidate Performance
Assessment component: 7907-001/501

Series 1 (March 2018)

The exam paper was set at the appropriate level, was consistent with the test specification and featured a mixture of multiple choice, short answer and extended response style questions.

Most questions tested the candidates, with calculation and spraying scoring high. This was good as there were 14 marks on offer. Only 5 learners gained no marks; something for centres to take in account, basic candidate mistakes (multiplying instead of division) and order of calculations will cut out errors.

For questions on spraying, most candidates answered well overall but there was a lack of terminology losing candidates marks. This would go for a number of questions throughout the paper. There were no systems to this as answers varied from questions/candidates.

There were two main areas that showed either a lack of knowledge or learning; these were application of metal leaf and scaffolding. This covered four question with the possibility of 10 marks, 15 candidates achieved no marks on one question. 14 achieved no marks on another.

There was evidence of learners not reading the question; this meant they gave information not required and losing valuable exam time. Candidates are advised to use sample question papers and answers to allow them the opportunity to see full explanations and how questions should be answered depending on the type of verbs used.

A number of candidates showed the lack of learning and it would be advisable for centres to ensure learners are ready to take this level of exam before being entered for the exam. Some very poor results showed that these candidates were not ready for the exam as they failed to pick up marks on some of the easier items.

The 12 mark extended response question was mostly a mixed bag. Learners need to work on planning their answers, so they can structure their responses to ensure they are able to demonstrate their understanding in the subject. Many learners described the sequence without detailed information so picked up very few marks for demonstrating knowledge but did not extend their responses to move into the higher bands. i.e. answer- remove dampness and treat; no explanation given.

Series 2 (June 2018)

The exam covered a good spread of learning allowing candidates the chance to show their breadth of knowledge/understanding.

Most questions tested the candidates, with scaffold components and knowledge of marbling effects scoring well.

Risk Assessment where attempted by all candidates, this was good although more than half of the cohort achieved 2 or less marks from an available 5 marks: Centres need to strive to embed the understanding of the purpose and writing of risk assessments with candidates as these are fundamental to safe working practices within the industry.

In the subject area of spraying, most candidates attempted to answer this question. Candidates would benefit from talking through and writing a sequence of cleaning spray equipment from start to finish. It was evident that candidates felt more confident with certain parts of the process, which they have carried out themselves in the centres workshops, however the aspects which they may not have practiced practically demonstrated gaps in knowledge.

There was a weakness across the cohort in relation to viscosity; candidates showed little understanding of procedure or equipment.

There was evidence of learners not reading and interpreting the questions; this meant they gave information not required, or giving additional information that was not required and losing valuable exam time. It may be for tutor notes to allow learners to answer practice questions from books/notes to allow them the opportunity to see full explanations.

Terminology is vital for candidates reading level 3 questions; candidates need to read question carefully and decipher the sentence i.e. installations (fittings, accessories) and insulation (lagging, protection)

The 12 mark stretch question was mostly a mixed bag. The vast majority of candidates attempted the question, with very few achieving marks outside of Band 1 (1-4 marks). Answers were generally very basic recalls of step by step procedures rather than consideration of which methods and approaches they may take with supporting justifications of why. Learners need to work on planning an answer (headlining and then filling in details) to many learners described the sequence without detailing an explanation of why they were carrying out this activity, i.e. answer- remove dampness and treat, which prevented them from gaining marks beyond Band 1.

Synoptic Assignment

Grade Boundaries and distribution

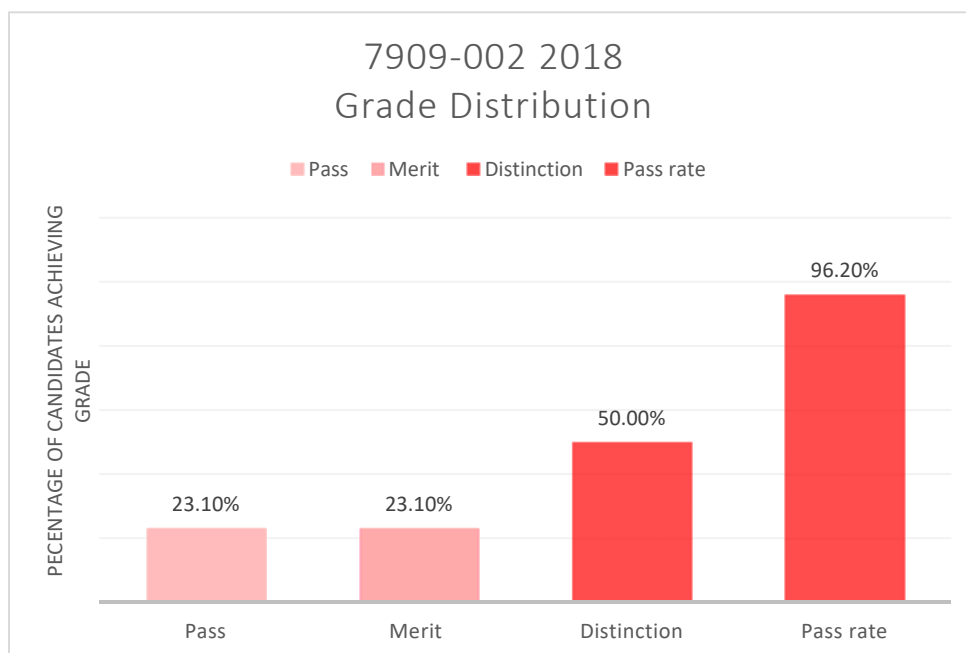
Assessment: 7907-002

Series: June 2018

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

Total marks available	60
Pass mark	26
Merit mark	34
Distinction mark	43

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



Principle Moderator Commentary

Most centres had uploaded evidence by the published deadline, although in a number of cases some marking had not been completed. Centre Standardisation Statement was the document not uploaded by most centres. Reminders were sent by moderator regarding completion of employer involvement status and evidence of centre standardisation to ensure this is uploaded.

There issues seen in centres who had created a simulated environment to carry out the assessment. Whilst it is understood that not all centres will have access to sufficient staircases for candidates to work on, centres must ensure the simulation they create is reflective of the real working environment given within the brief. For example if stairs are not used, centres need to ensure candidates select appropriate access equipment as if they were working on a staircase, candidates should be marked on their selection of appropriate equipment and safe use of this equipment in the scenario stated i.e. working on a staircase.

There were also examples where some candidate's wallpaper choice did not conform to the material/design specification given within the assignment brief. The brief explicitly stated that the client requested a drop pattern wall paper, where candidates had used set pattern wall paper marks were lost against AO3 during moderation as there is significantly less skill required to paper using a set pattern in comparison to a drop pattern.

In some cases the planning task submitted was very basic and did not demonstrate any understanding of the task that had been given nor did it demonstrate that the candidate could bring their knowledge together and attempt the task in hand. In contrast to this, some of the planning evidence was extremely thorough and therefore was used to differentiation between candidates.

Due to the practical nature of this assignment, much of the moderation is based upon the assessor's comments within the Practical Observation Form and Candidate Record Form. Often these forms failed to detail where candidates had lost marks, on some occasions it was made clear from the photographic evidence, assessors should ensure they are detailing what went well as well as what could have gone better.

In terms of photographic evidence, the quality of some images provided were dark or indistinct meaning they informed the moderator of very little. It is important to stress that the photo does not need to include the candidate, but should include the details of the work carried out, whilst it's important that work can be identified the moderator would benefit more from seeing the completed work, than seeing the candidates stood in of the work. There was a distinct variance in the quantity of photos provided by centres, some showing progress throughout the task as well as completed tasks. Other centres failed to provide the minimum requirement that was detailed within the synoptic assignment guidance.