

7907-30 – Level 3 Technical Certificate in Painting and Decorating

2019

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 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

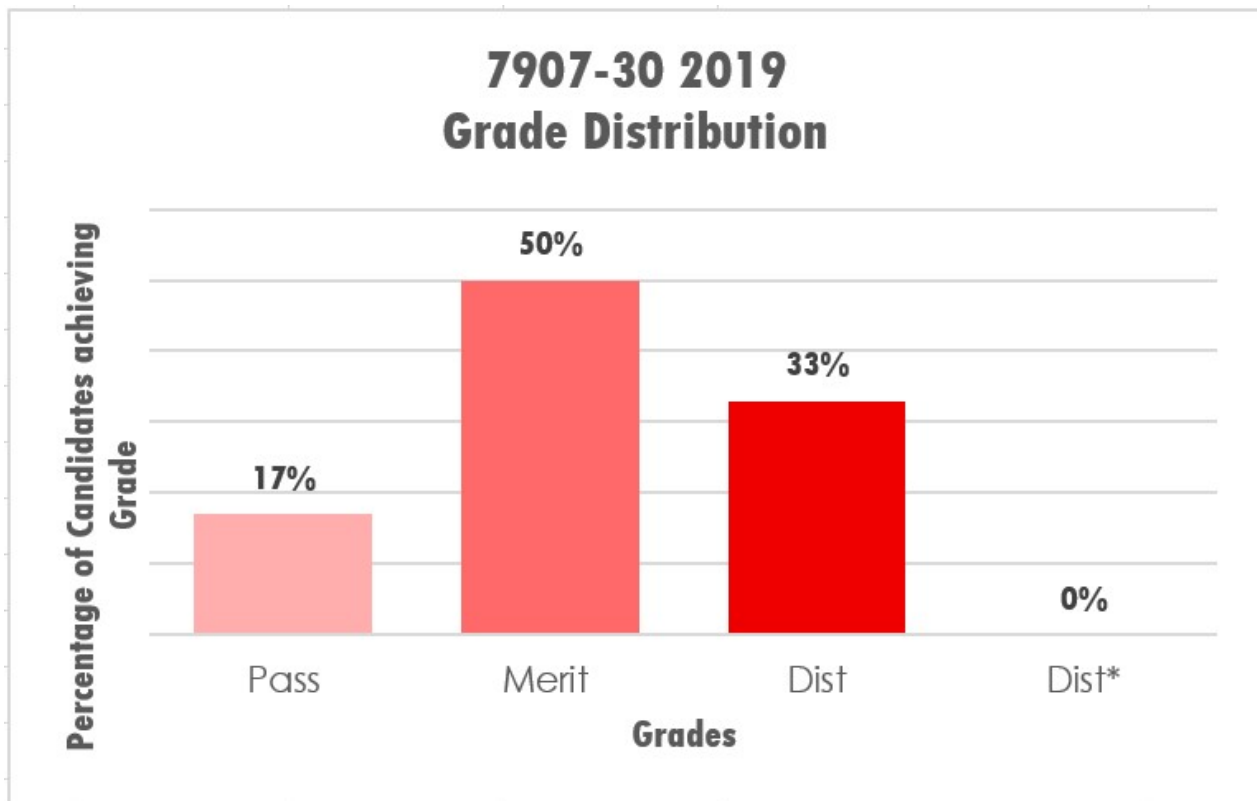
7907-30 (001/501) Level 3 Painting and Decorating – Theory exam

- March 2019 (Spring)
- June 2019 (Summer)

7907-30/002 Level 3 Painting and Decorating – Synoptic Assignment

Qualification Grade Distribution

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

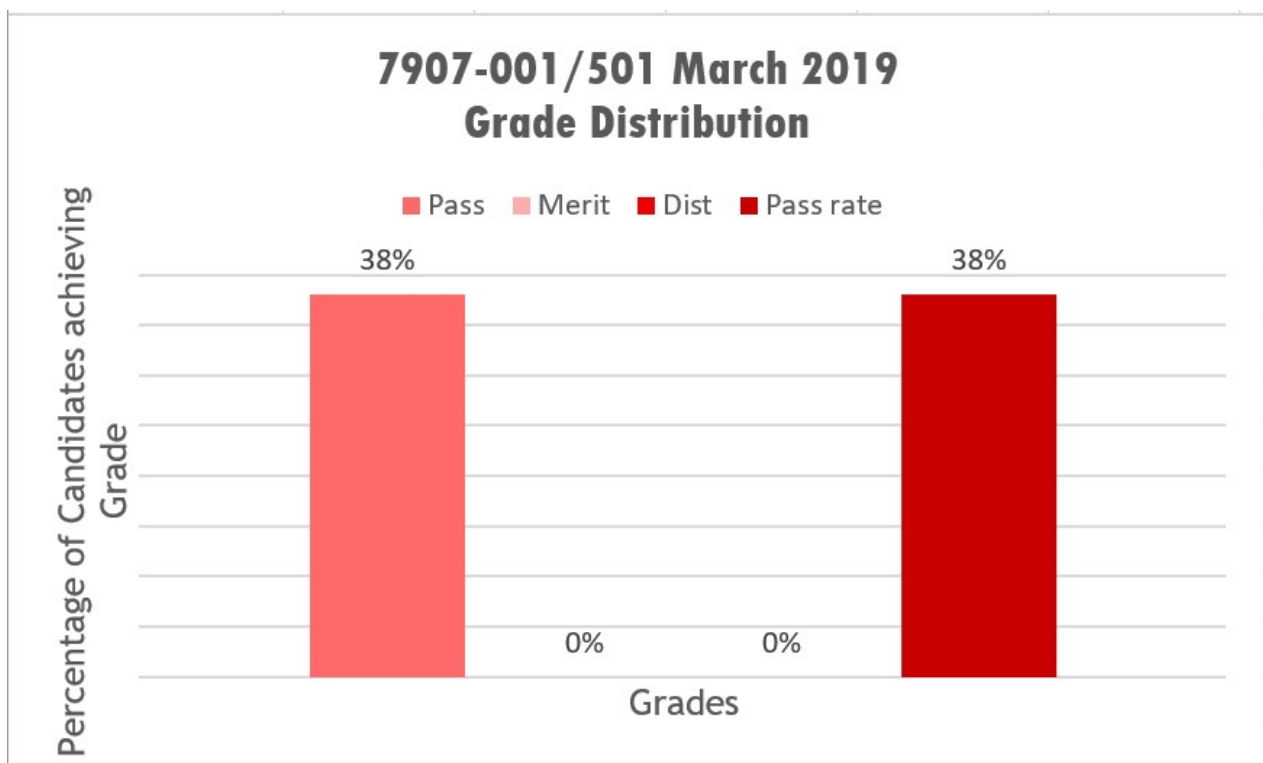
Grade Boundaries

Assessment: 7907-001/501
Series: March/2019 (Spring)

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

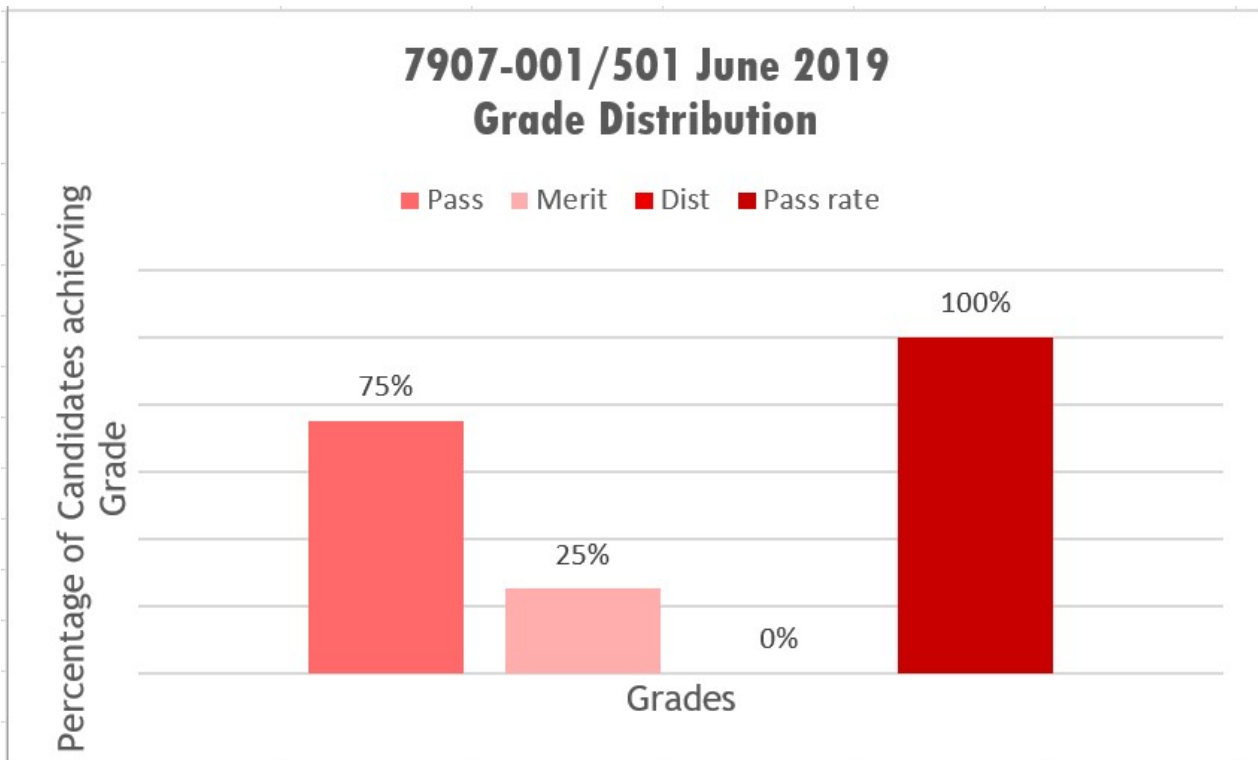
The graph below shows the approximate distributions of grades and pass rate for this assessment:



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 approximate distributions of grades and pass rate for this assessment:



Chief Examiner Commentary

7907 Painting and Decorating - Theory exam

Series 1 – March 2019

The paper consisted of multiple choice questions, short answer written responses and culminated in an extended response question where candidates were given a specific scenario to enable them to demonstrate their knowledge and understanding of the topics.

The paper was set at an appropriate level and was consistent both with levels set in the 2018 papers and the test specification. The paper covered a good spread of learning, allowing this assessment to be scored out of a possible 70 marks. Candidates demonstrated some good understanding and knowledge of topics such as Spraying Hazards, Protection of Surrounding Areas and Calculations, and achieved over 50% of marks on offer from these topics.

However, topics such as Building Regulations and Permit to Work were not understood by most candidates. And for the topic 'Cleaning Equipment for Spray Gun', the candidates lacked the knowledge to correctly clean a spray gun: most of the candidates failed to identify the suitable cleaning equipment that will not cause damage to the gun even when options were provided in an MCQ question.

In addition, the candidates showed either a lack of knowledge or learning in the 'Scaffold Components' area and showed little understanding of the function of equipment. If health and safety scaffold checks are to be done before using a scaffold, candidates are expected to know the function of the components that are not limited to those required for erecting scaffold.

Candidates seem to find questions relating to 'Listed Building Classification' and the related terminology particularly challenging, they appeared to be confused when the question was asked to 'describe', but not 'name'. The candidates would benefit from reading the questions more thoroughly and recognising the key verbs.

This was evident from the other responses that the candidates should read the questions more carefully, or their question reading skills need to be improved. They lost valuable exam time providing answers with information that was not required, and in calculations, most candidates showed calculation skills but did not answer all parts of the questions. Hence, it is advised that the tutors should provide more opportunities for learners to answer practice questions from books/notes and to teach them to interpret the questions and the methods to answer the questions correctly.

For the extended response question relating to Spraying, the responses showed that the candidates have some knowledge related to spraying. As they have completed cleaning and storing spraying equipment in practice, they should also have the knowledge of the correct sequence of the procedure. However, the candidates performed poorly since they appeared to lack the ability to write the correct order of the process of cleaning spray equipment from start to finish. Therefore, the candidates should be encouraged to improve their ability to plan their answers and to provide any reasoning or justification only when necessary.

A number of candidates showed a lack of learning and it would be advisable for centres to ensure learners are ready to take the exam at this level. Centres are advised to revisit current handbooks and previous papers to fine-tune the delivery of their programmes. Also, to provide opportunities for the learners to improve their abilities to interpret the questions and to demonstrate their knowledge.

Series 2 – June 2019

The paper consisted of multiple choice questions, short answer written responses and culminated in an extended response question where candidates were given a specific scenario to enable them to demonstrate their knowledge and understanding of the topics.

The paper was set at an appropriate level and was consistent both with the levels set in the 2018 and March 2019 papers. The paper covered a good range of learning, allowing this assessment to be scored out of a possible 70 marks.

Candidates demonstrated some good understanding and knowledge of topics such as 'Replicating of Marble', 'Safety Precautions' and 'Parts of Spray Gun', achieving a high percentage of marks on offer from these topics.

However, questions on 'Swivel Head Fluid Tip' did not demonstrate good understanding by most candidates. For questions relating to 'Using Multi-Plate Stencils', the candidates lacked the knowledge of what a multi-plate stencil was, how it is used and the need to prevent metal leaf adhering to surrounding areas outside of design work. Most candidates failed to categorise/identify suitable methods of work for these topics even when options were provided in a MCQ question.

In addition, the candidates showed either a lack of knowledge or learning in the topics 'Hatchings', 'Recognition of the Construction Drawings', 'Different Reasons for Defect Banding' and 'Calculations Problem Solving'. The progression of candidates in the Construction industry relies on these basic studies, but only 25% of marks on offer were gained by candidates.

Some candidates provided answers with information that was not required in the short answer written responses questions and lost valuable exam time. The candidates should read the questions more carefully, or/and their question reading skills need to be improved. Therefore, it is advised that the tutors should provide more opportunities for learners to answer practice questions from books/notes, to teach them to interpret the questions, to recognise the command verbs and the methods to answer the questions correctly.

The last question was an extended response question, allowing the candidates to demonstrate their applied knowledge and understanding of the topic area in a scenario. However, a number of candidates with overall good performance in the other questions showed a lack of learning in this question, they appeared to lack the ability to decipher the information to gain valuable marks to reach the merit/distinction level.

Candidates need to be encouraged to improve their answer-planning ability and to provide any reasoning or justification only when necessary. Centres are advised to provide opportunities for the learners to improve their abilities to interpret the questions and to demonstrate their knowledge, and also to revisit current handbooks and previous papers to fine-tune the delivery of their programmes.

Synoptic Assignment

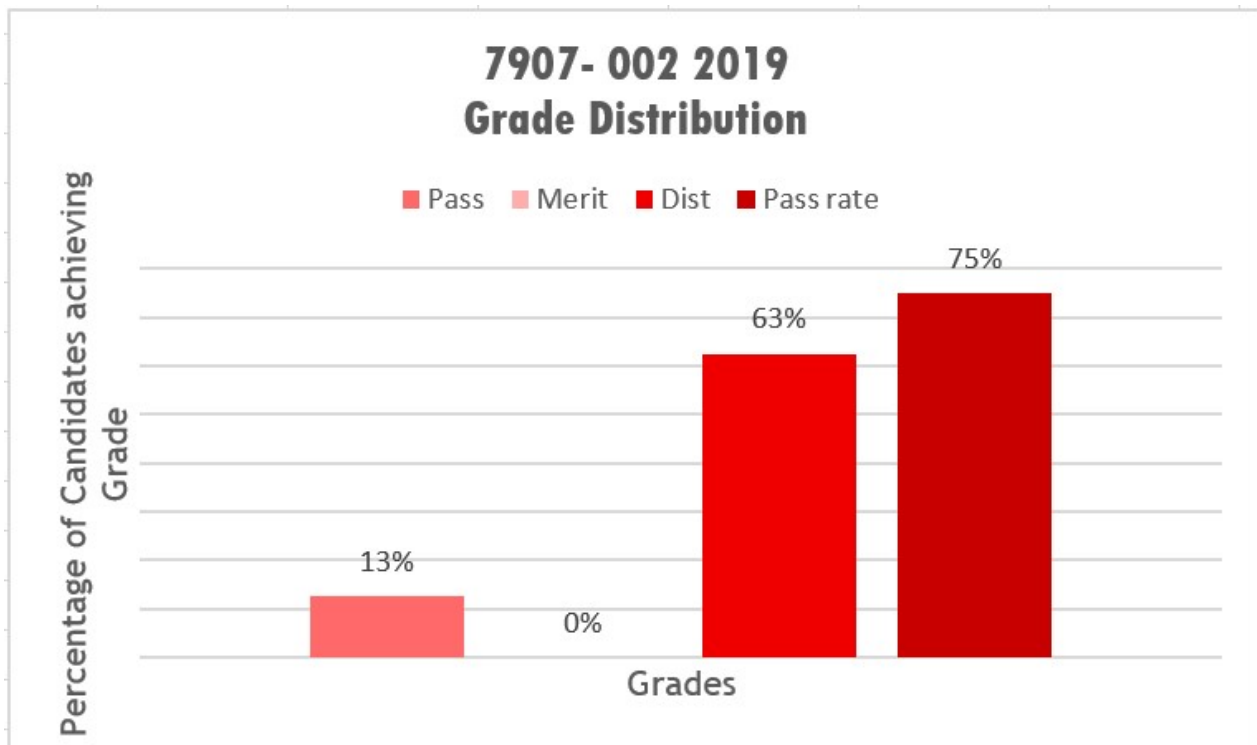
Grade Boundaries

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

Assessment: 7907- 002
Series: 2019

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

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



Principal Moderator Commentary

The Painting and Decorating L3 synoptic assignment for this year was the second series to be undertaken. There were a smaller number of candidates taking part than last year.

There was sufficient evidence that the work had been generally produced to a high quality from moderation visits to centres and 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 most cases candidates completed work of a very high quality demonstrating good recall and application of their knowledge.

Method statements and risk assessments were completed particularly well and, in some cases, additional planning notes were supplied by the higher performing candidates.

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

The majority of images uploaded were of a good standard although in a number of cases the quality of images provided were dark or indistinct.

The justifications for the marks awarded in most cases were very detailed and provided good commentary on the progress of each candidate.

Performance against each AO

AO1 Recall of knowledge was demonstrated well by all candidates, particularly when completing the method statement and risk assessment which were very detailed.

Markers used good questioning techniques to gather evidence for recalling knowledge.

AO2 Most candidates were able to demonstrate a good understanding of knowledge and were able to apply this well to their methods of working. Working drawings and the specification were correctly interpreted and most candidates were methodical in their approach to the tasks required. Higher performing candidates demonstrated excellent planning processes.

AO3 All tasks were complete 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. Generally, the standard of work was good to excellent overall. Most candidates performed extremely well at the paperhanging and marbling techniques with finishes to a high standard.

AO4 In most cases the tasks were planned and completed to the specification containing only minor errors. The higher performing candidates were able to bring together all aspects of their work and completed reflective accounts of a high standard.

AO5 The evidence indicated that the attention to detail in most cases was completed, accurate and of an excellent standard.

Candidates performed very well overall and were more consistent in their approach than the previous year.

Best practise was demonstrated by centres that uploaded the assignment as one document, containing the necessary evidence to allow the moderation to be completed within the time scale available. Images were clear, named and assessor reports and observations provided sufficient detail to enable matching to the appropriate mark bands.