

# 7907-20 – Level 2 Technical Certificate in Painting and Decorating

2023

**Qualification Report**

# Contents

Introduction.....	3
Qualification Grade Distribution .....	4
Theory Exam.....	5
Grade Boundaries .....	5
Chief Examiner Commentary .....	7
Synoptic Assignment .....	9
Grade Boundaries .....	9
Principal Moderator Commentary .....	10

# 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:

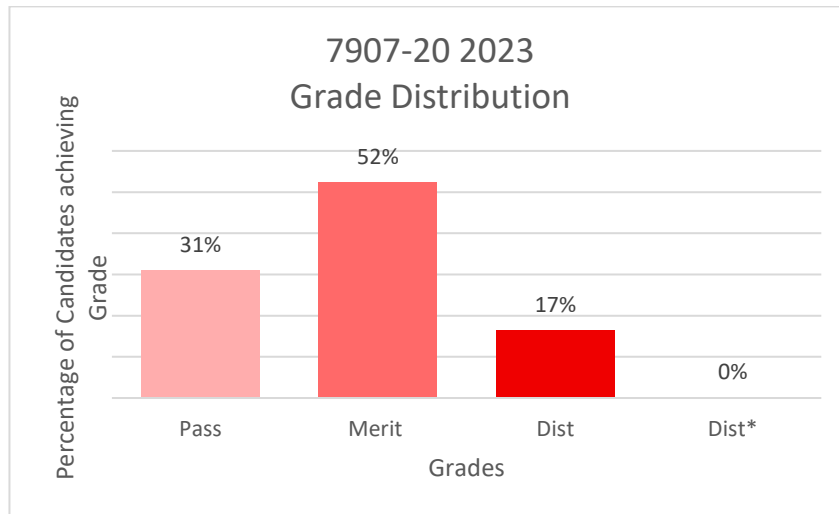
7907-003/503 Level 2 Painting and Decorating – Theory exam

- March 2023 (Spring)
- June 2023 (Summer)

7907-004 Level 2 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

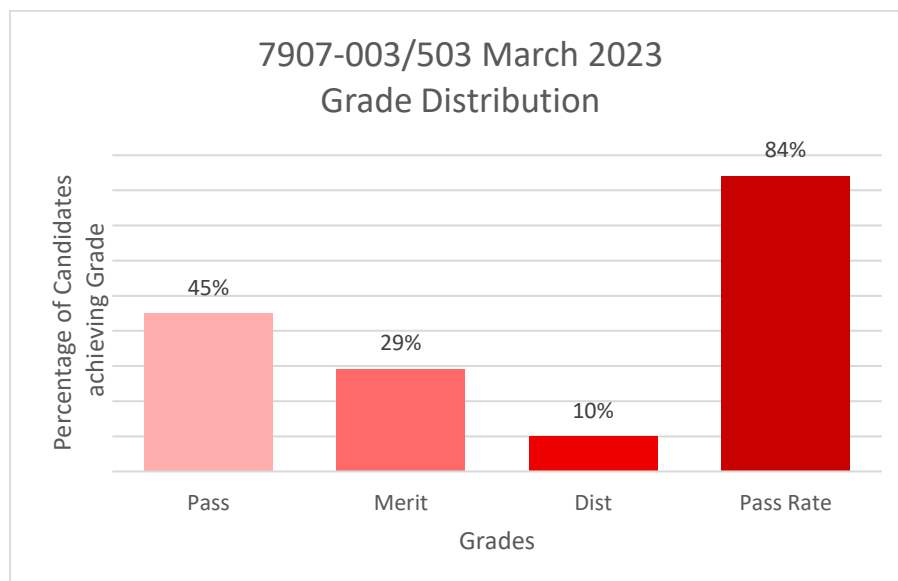
## Grade Boundaries

Assessment: 7907-003/503  
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	25
Merit mark	34
Distinction mark	43

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

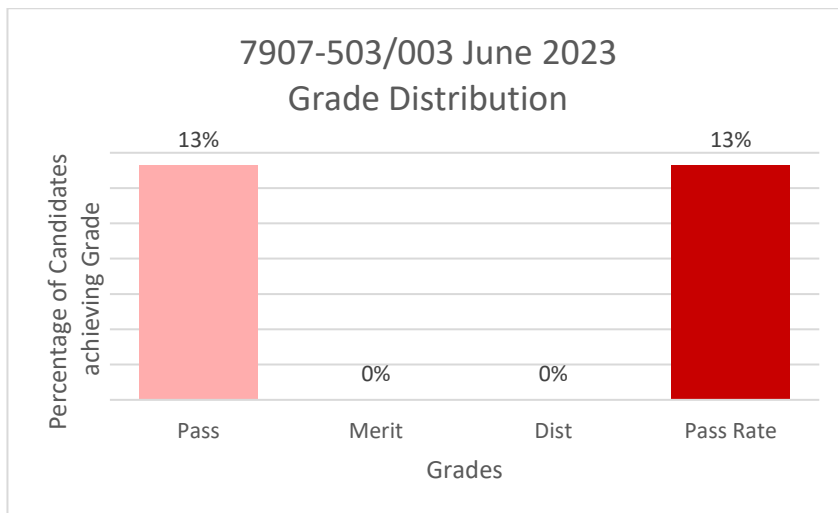


Assessment: 7907-003/503  
Series: June 2023 (Summer)

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	24
Merit mark	33
Distinction mark	42

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



# Chief Examiner Commentary

**Assessment component: 7907-003/503**

**Series: March 2023**

This 60-question exam paper in a multiple-choice format was set at an appropriate level and comparable with the previous year's exam papers, in line with 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 questions focused on theoretical learning that would have been mirrored in practical sessions. This was particularly the case for Unit 203 Preparation of surfaces for decoration and Unit 204 Application of surface coatings. Candidates demonstrated good responses on questions relating to Health and Safety.

Unit 201 Principles of construction AO1 recall questions performed well. The majority of AO2 questions were also answered well, with one area of weakness seen around topic 5.5 Types of building elements.

All AO1 recall and AO2 understanding questions based around Unit 202 Access equipment performed very well, however, candidates struggled to apply their knowledge when answering AO4 questions. Topics that need to be reinforced in Unit 202 include: 1.1 Selection of access equipment and 2.1 Factors affecting access equipment usage.

For Unit 203 Preparation of surfaces, candidates answered most of the AO1 recall questions well, with some basic AO1 recall questions underperforming around topics 1.2 Timber and timber sheet defects, 3.3 Preparation processes, 5.2 Types of stoppers and fillers, and 5.3 Safety considerations. The AO2 understanding questions performed well, except for a question related to topic 2.4 Metal preparation materials and primers. Most candidates struggled on the AO4 questions within this unit, with weaknesses identified around processes and materials, and topics 4.2 Removal of paper and 5.1 Processes for preparation of previously painted surfaces.

Unit 204 Application of surface coatings was well responded to, with the majority of questions answered well across AO1 recall, AO2 understanding and AO4 applied knowledge. Some areas of weakness were seen on topics 2.2 New technologies, 3.2 Application tools, 3.3 Defects and where an understanding of technical terminology was required.

This year a mathematical based question was included. Centres need to embed simplistic area and coverage calculations into delivery.

To improve candidate performance, centres are advised to reinforce the above topics when delivering the underpinning knowledge of these topic areas. Candidates must ensure they fully read the questions carefully before selecting their responses. They should also structure their time appropriately to ensure they have enough time to read the options and make their selection. The practical application of knowledge and understanding around Health and Safety was good, but centres should continue to emphasise technical and theoretical knowledge aspects, with a focus on terminology.

## Series 2 – June 2023

This 60-question exam paper was set in a multiple-choice format assessing units 201, 202, 203 and 204 within the Level 2 Technical Certificate 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.

A small cohort sat the June 2023 paper with most candidates performing weakly across most topics in the units examined; in particular, questions 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.

Candidate responses were good for:

- Unit 202 Access equipment around topics, 1.1 Selection of access equipment and 2.2 Use access equipment.
- Unit 201 Principles of construction around topics, 1.1 Areas of and personnel involved in construction work and 1.2 Roles of team members and career progression.
- Unit 203 Preparation of surfaces for decoration around topics, 2.4 Metal preparation materials and primers; 4.1 Removal of defective paint coatings and 5.1 Processes for preparation of previously painted surfaces.

It was noted that some candidates had left several multiple-choice questions unanswered. To improve candidate performance, centres are advised to reinforce the above topics when delivering the underpinning knowledge of these topic areas. Candidates must ensure they fully read the questions carefully before selecting their responses. They should also structure their time appropriately to ensure they have enough time to read the options and make their selection.

Across the series each year, there is a theme of poor performing questions appearing around topics areas where the questions focused on theoretical learning but are not directly reproduced in practical sessions. Centres should continue to focus on theoretical learning and technical terminology.



# Synoptic Assignment

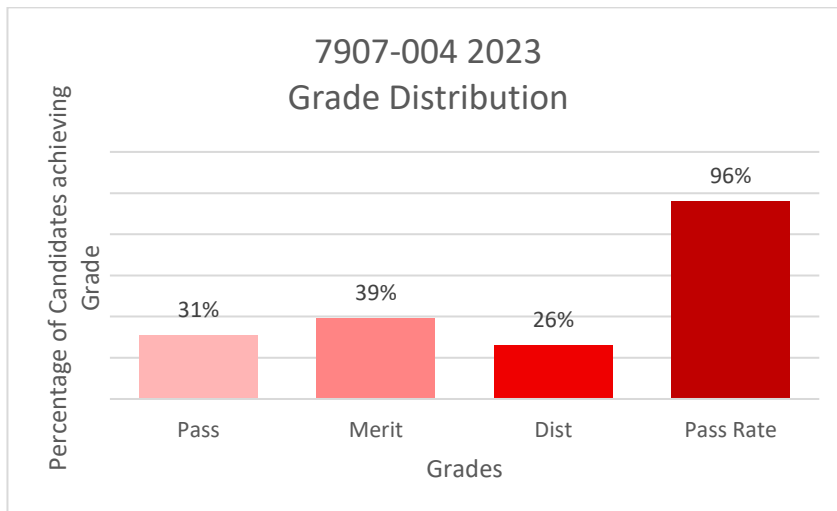
## Grade Boundaries

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

Assessment: 7907-004  
Series: 2023

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	35
Distinction mark	45

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



## Principal Moderator Commentary

The synoptic assessment had similar difficulty levels compared to the previous year. The assessment included tasks related to paperhanging, decorative effects, general painting, and involved setting out and preparation techniques.

The marking process was consistent across all centres. However, in centres where multiple assessors are involved in marking the work, it is recommended, as in the previous year, to ensure a good standardisation process is adopted before any marking is attempted or evidence collection is carried out. This is to ensure a standardised and fair marking process.

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.

Tasks were completed over several days, as advised within the assignment, to allow for drying times. Some candidates demonstrated high level skills during these tasks which allowed them to achieve higher marks. All candidates complied with health and safety during the synoptic tasks.

### Tasks:

Task 1 required candidates to plan 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 straight patterned vinyl wallcovering to the upper wall area.
- Application of a sheened emulsion to the lower wall area.
- Setting out of a series of stripes using an analogous colour scheme, followed by the application of a broken coloured effect.

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.

### Performance against each AO:

- **AO1** - Several learners encountered challenges with recalling knowledge, and this was often evident when they were attempting to complete the method statement. In many cases, insufficient details were provided, which posed further difficulties for the candidates. To address this issue, markers employed questioning techniques to facilitate the gathering and verification of evidence related to knowledge recall.
- **AO2** - The majority of candidates exhibited a strong grasp of the subject matter, effectively applying their knowledge to the practical aspects of their work. A notable number of learners accurately interpreted both working drawings and specifications. Those who performed exceptionally well approached the tasks with a methodical and systematic approach.
- **AO3** - All the tasks assigned were successfully completed, with photographic evidence provided for the practical assignments. The assessment process involved the use of Candidate Record Forms (CRF) and Practical Observation Forms (PO), which proved to be valuable in forming an opinion on the candidates' performance. Overall, the standard

of work displayed was commendable; however, certain instances revealed unsatisfactory working practices, including the use of incorrect techniques, challenges in cutting wallcoverings, and poor brushwork.

- **AO4** - In most cases, the tasks were meticulously planned and executed according to the given specifications, with only a few minor errors present. The candidates who performed exceptionally well demonstrated their ability to integrate all aspects of their work, producing reflective accounts of outstanding quality. As a result, their submissions formed a compelling narrative, leading to high scores awarded overall.
- **AO5** - The evidence presented indicates that the attention to detail in most cases was thorough, accurate, and reached a commendable level, suitable for a Level 2 synoptic assessment. The external moderators universally expressed satisfaction with the overall performance of most candidates, observing a consistent and commendable approach in completing their synoptic assignments.

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 observed. 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 were not of a good standard, lacking important detail. In some cases, the sequence of operation described was basic and candidates did not expand on the methods to be used to complete the tasks.

To address these issues, candidates could be given more training or support in areas where they are lacking, such as the correct industry approach and fundamental paperhanging skills. Regular feedback and evaluation during the training element can also help identify and address these issues.

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 the 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 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 demonstrated well-planned and logical delivery of the assessment process. Candidates were well-informed, knowing exactly what to expect, when to expect it, and the expected duration of the assessment.

Centres are encouraged to adopt a digital approach for all evidence. Some candidates and assessors' 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.

Most images uploaded were of a good standard although, in several cases, the quality of images provided were dark or indistinct. There were variances in the quantity provided that did not always match the requirements of the specification and in some cases, images were submitted unnamed and with no task linked. This makes moderation challenging and time consuming. The

use of photographs with name cards and task identification was praised as a beneficial practice for candidate and task identification purposes. Additionally, digitally prepared, and word-processed paperwork proved to be easy to follow and comprehend, making it a recommended approach for the future.

The need for standardisation between markers at each centre is crucial as it fosters a consistent approach throughout the delivery and assessment process, ensuring a uniform understanding of the assessment process. To achieve this standardisation, all centres received a visit from an external moderator, which allowed for productive discussions and exchanges of practices observed, as well as a review of each centre's performance. These interactions laid a solid foundation for the pre-moderation phase, ensuring a well-structured and standardised moderation process.