



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

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;

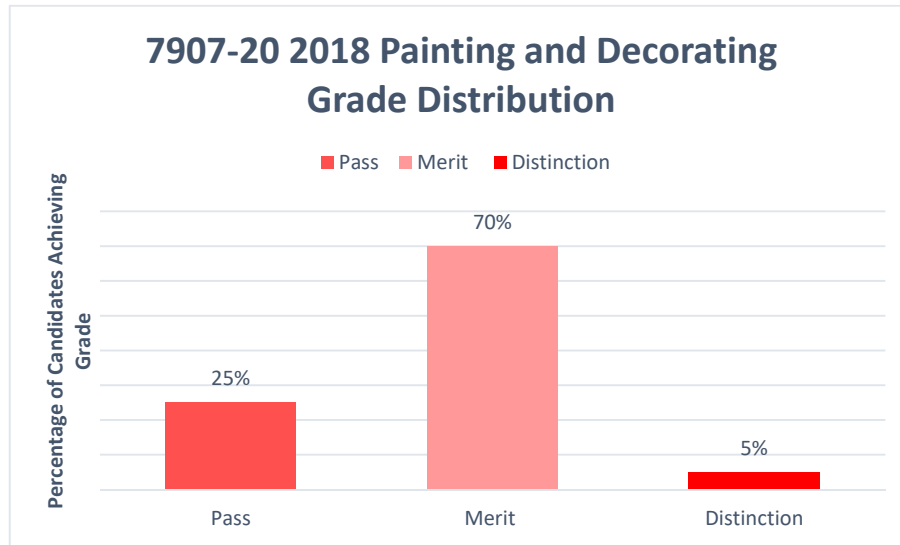
7907-20/503 Level 2 Painting and Decorating – Theory exam

- February 2018 (Spring)
- June 2018 (Summer)

7907-20/503 Level 2 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

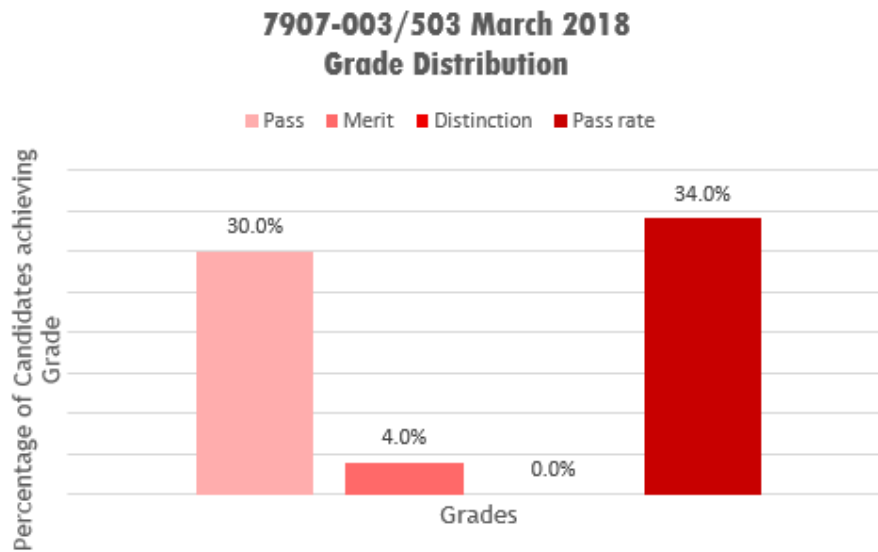
Assessment: 7907-20/503

Series: March 2018

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

Total marks available	57
Pass mark	25
Merit mark	33
Distinction mark	42

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

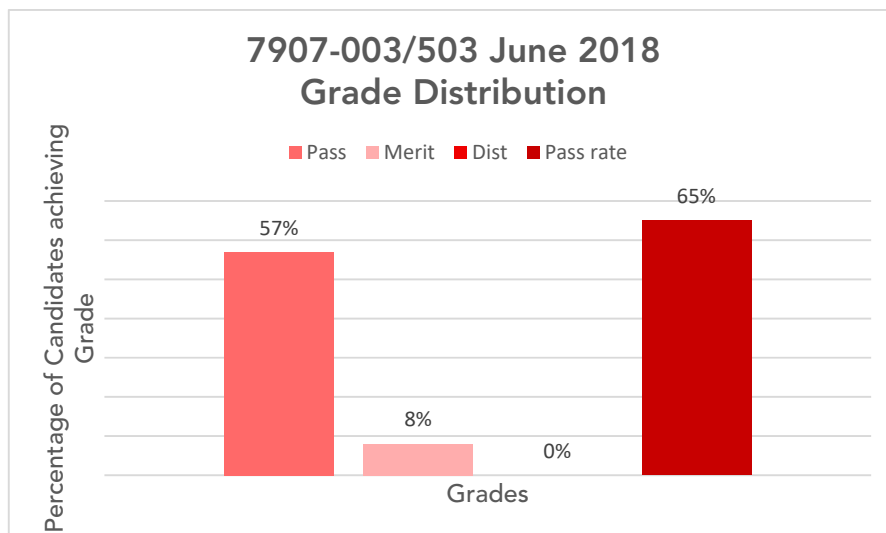


Assessment: 7907-003/503
Series: June 2018

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



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 7907-003/503

Series 1 (March 2018)

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.

Three questions were excluded from this examination. Following question analysis these three questions were highlighted as having ambiguity, which could disadvantage candidates, therefore this assessment was scored out of 57 rather than 60.

Candidates showed some good knowledge and understanding in a few areas such as; principles of construction, preparation of surfaces and application of surface coatings. However, there were only a select few items within these areas that candidates picked up marks on.

There were questions that suggested candidates had either not read the stem of the question properly, or considered all answer options presented before selecting their answer. In preparation for exam, delivery staff should take time to stress the importance of examination techniques, focus should be given to supporting candidates in being able to develop a technique that allows them to decipher what a question is trying to assess and how to consider all options to the question before choosing an answer.

Areas of weakness include;

- paint drying stages
- storage of paint and materials
- sealing of stains
- metal preparation/primers.

When assessing knowledge of how to prepare surfaces for decoration, candidates failed to recall a key property of vinyl being water resistant. Their responses demonstrated they thought in order to remove vinyl wallpaper it could be wet soaked without removing the vinyl first.

In the principles of construction unit, candidates were unable to identify building components a decorator would paint/preserve. The response demonstrated that candidate were unfamiliar with components such as a barge board, soffit, fascia and eaves. Candidate's responses confused these components with one another. This core unit should not be delivered in only a painting and decorating context, these are fundamental principles of the construction trade as a whole and is helpful to all tradespersons, especially those wish to progress within the construction industry into management roles or alternatively self-employment.

There were 10 applied knowledge questions within this paper, as 2 of them were excluded (Q40, Q60). These questions were spread across the paper and included: Q9, Q10, 19, Q20, Q29, Q30, Q39 Q49, Q50 and Q59.

These questions did discriminate the higher scoring candidates from the lower scoring candidates, those who scored highly across the whole paper performed better against these questions were as those with a lower score struggled to pick up these marks.

Where these questions gave candidates a scenario, which is likely to be purely theoretical, as it is highly unlikely they have used the materials/carried out the task within the workshop, candidates struggled to answer correctly.

These questions require candidates to analyse a problem and suggest an appropriate resolution. As this question type usual presents a scenario with various pieces of information, the length of question is often longer than other questions. Candidates should be prepared for these type of questions and it must be stressed as part of preparation that they take time to read the question, highlight the key factors given and read all options before selecting an answer.

Series 2 (June 2018)

The exam tested the knowledge and understanding over the scope of level 2 painting and decorating. This allowed the candidate to show their breadth of knowledge/understanding.

The weakest performing units within the test were 202 Access equipment and 203 Preparation of Surfaces for Decorating. In 202 Access Equipment candidates struggled to determine how to select access equipment for typically painting and decoration jobs and also were unable to demonstrate they understood key considerations when using access equipment. For unit 203, there was particularly poor performance across 3 of the 5 learning outcomes. These were;

- 1. Preparing timber and timber sheet products
- 3. Preparing trowel finishes and plasterboard
- 5. Preparing previously painted surfaces

Areas, which were particularly strong for candidates, include the principles of construction; candidates showed a good understanding of how the industry operates with an awareness of the key roles, awareness of health and safety regulations and methods of communication. Weakness from the previously mark exam were carried forward in terms of understanding sub-structure and super-structure.

In addition to the principles of construction candidates also scored well on the unit 204, Application of surface coatings particularly understanding how to prepare and protect a work area. Candidates did however struggle on questions assessing their understanding of paint coatings properties and new technologies.

There were some questions, which allowed for clear differentiation of candidates, demonstrating those who could apply, analyse and evaluate complex problems using their knowledge of the industry.

As with the March exam, there were questions that suggested candidates had either not read the stem of the question properly, or considered all answer options presented before selecting their answer. In preparation for exam, delivery staff should take time to stress the importance of examination techniques, focus should be given to supporting candidates in being able to develop a technique that allows them to decipher what a question is trying to assess and how to consider all options to the question before choosing an answer.

Synoptic Assignment

Grade Boundaries and distribution

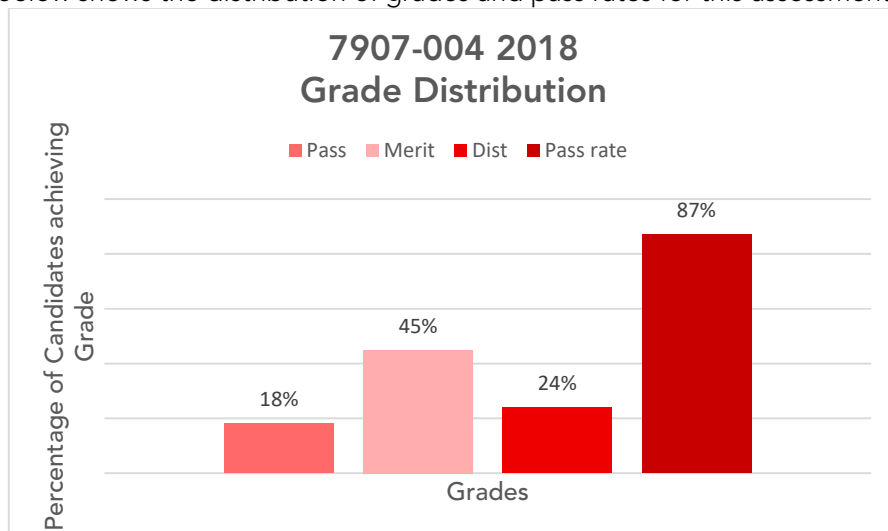
Assessment: 7907-004

Series: 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	36
Distinction mark	47

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.

Across the cohort candidates seem to particularly struggle applying the desired effects to the feature wall. In some cases a poor standard was seen in relation to the sponge stippling activity, candidate's evidence showed patchiness and a poor quality in relation to finished edges. There were also many examples where an uneven finish was also evident on the rag roll finish.

The completion of the method statement did cause concern, there appeared to be a lack of understanding to the purpose of this document and how it should be used to support the planning of the works. In some cases the method statement seemed to be a reflective account rather than a planning tool highlighting that the candidate did not understand the purpose of a method statement. This showed a lack of understanding of the term 'method statement', often there was no acknowledgement of this from the assessor, and therefore marks were lost in relation to AO1 and AO2. There was also evidence submitted demonstrated inconsistencies between what the candidates recorded on their method statement, and what actually took place according to the photographic evidence submitted. There was no commentary within the marking documentation around these inconsistencies.

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, particularly in relation to the ceiling lining task. 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 a completed wall, than seeing the candidates stood in front of the wall. 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.