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

March 2018

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

Theory Exam – March 2018

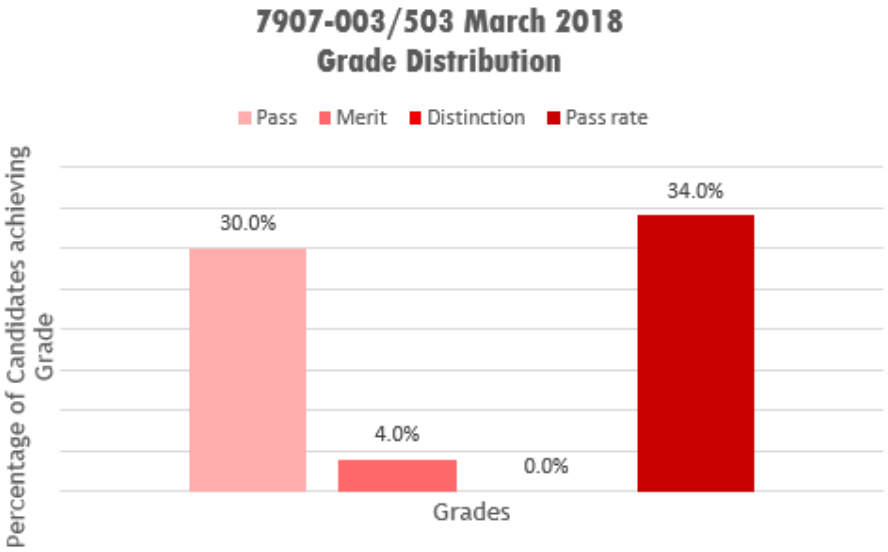
Grade Boundaries and distribution

Assessment: 7907-003/503
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;



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: *7907-003/503*

Series 1 (March)

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.