

# 7907-003/503 Level 2 in Painting and Decorating - Theory Test

March 2024

## 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 2024** 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 in Painting and Decorating – Theory Exam**

# Theory Exam – March 2024

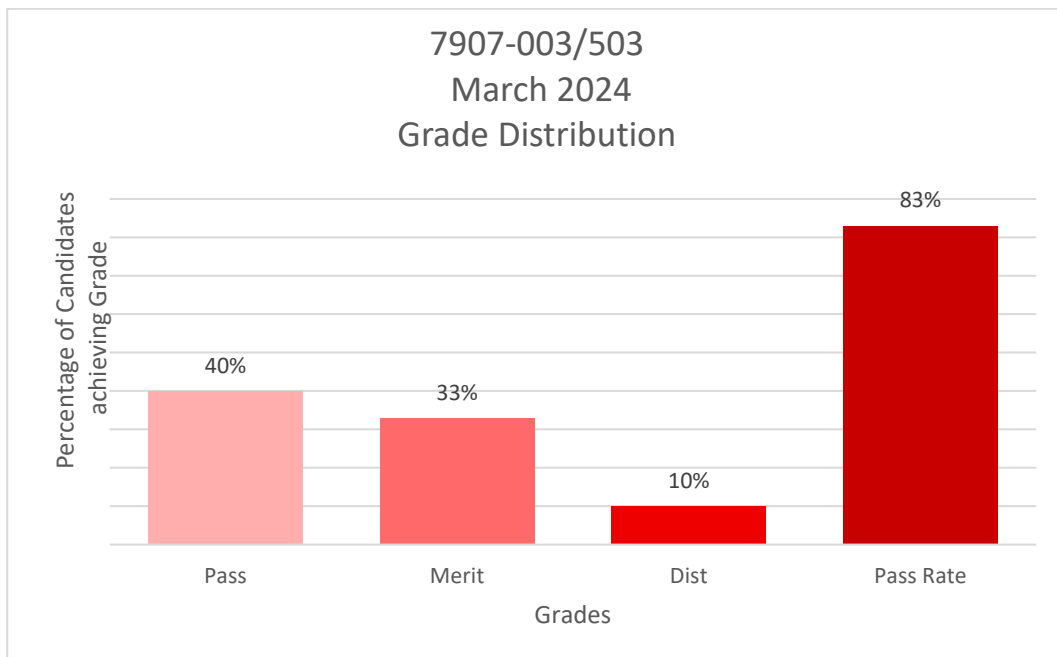
## Grade Boundaries and Distribution

Assessment: 7907-003/503  
Series: March 2024

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.



# Chief Examiner Commentary

## General Comments on Candidate Performance

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

**Series: March 2024**

This 60-question exam paper was set in a multiple-choice format assessing units 201, 202, 203 and 204 within the 7907-003/503 Level 2 in Painting and Decorating qualification handbook. 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 areas where the questions focused on theoretical learning that would have been mirrored in practical sessions; particularly around health and safety where most candidates were able to correctly identify the regulations that apply when storing solvent-borne paint materials, and the health and safety considerations when removing paint from a painted surface using a liquid paint remover, removing wallpaper using a steam stripper, and the use of Personal Protective Equipment (PPE). Other areas of the examination where candidates' knowledge and understanding performance was strong, included questions based on:

- Protecting the work area; most candidates were able to correctly answer how to protect a hardwood floor when using a proprietary tower.
- Paint types, paint properties and paint usage.
- Construction drawings.
- Access equipment, candidates were able to correctly identify a trestle platform and factor considerations before selecting, erecting, and moving access equipment.

There was evidence of good, applied knowledge for this series. Candidates were able to correctly respond to most of the questions around the preparation and application of surface coatings to metal, timber and cement render including preparing a surface contaminated with organic growth. However, the correct process to safely remove paint using a liquid paint remover did not perform as well as expected. Candidate responses to the applied knowledge questions around defects were mixed; most candidates were able to correctly respond to the process used to prevent the common defect 'bleeding' but were unable to identify the cause of the defect 'flashing.'

Areas where performance could be improved were identified around:

- Communication within a construction team. Candidate responses were poor for questions on identifying the organisations that contribute to the construction process, the key personnel involved in day-to-day communication on a construction site and their roles.
- Types of timber and timber sheets, preparing softwood timber and plywood sheeting for decoration.

In conclusion, a broad, representative range of the subject matter included in the qualification handbook was covered by the paper, highlighting good health and safety and practical application knowledge, and understanding. However, candidate performance would benefit from centres putting a greater emphasis on technical and theoretical knowledge aspects of the qualification handbook, with a focus on terminology. Where candidates favour practical learning, linking some of the understanding into that practical environment can help reinforce learning in areas that are not commonly practiced, for example, solvent wiping timber sheets and degreasing metals.

Candidates need to ensure they fully read and understand all questions before responding, particularly the AO2 (understanding) and AO4 (applied knowledge) style questions. Centres need to support their candidate's development with these types of questions.