

# **7907-30 Level 3 Advanced Technical Diploma in Painting and Decorating (450)**

**Qualification Report 2022**

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# Foreword

## Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g. Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

## Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

# 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.

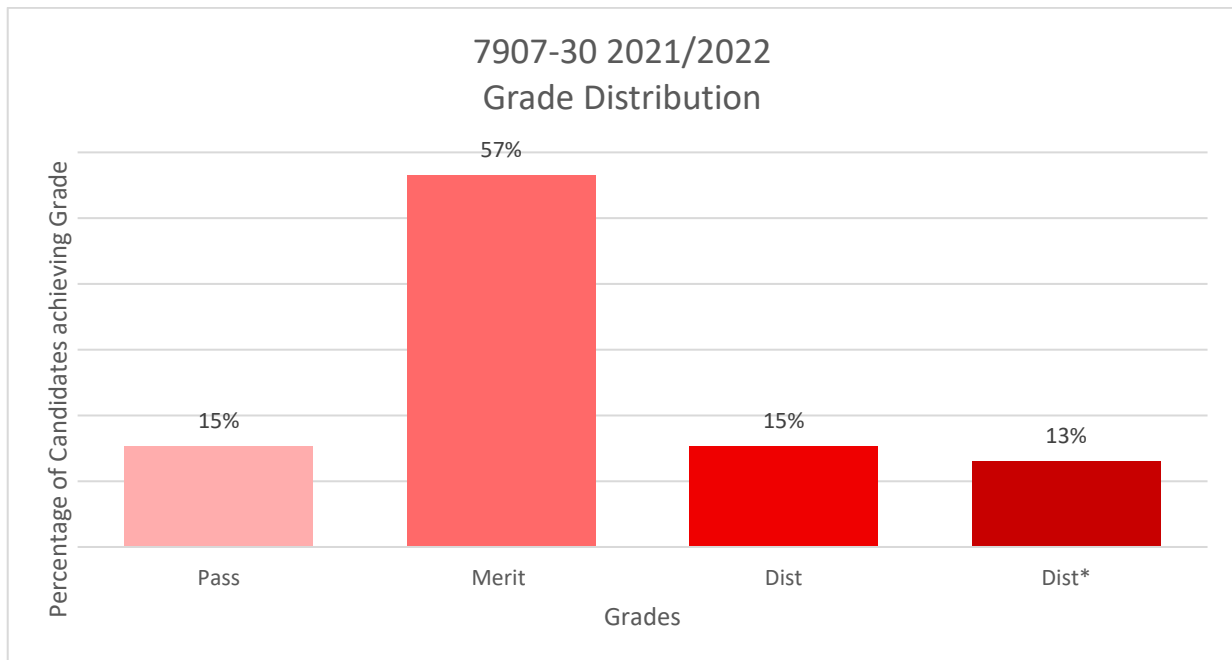
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 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 Level 3 Advanced Technical Diploma in Painting and Decorating – Theory exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 7907-002 Level 3 Advanced Technical Diploma in Painting and Decorating – Synoptic Assignment

# Qualification Grade Distribution

The grade distribution for this qualification during the 2021/2022 academic year is shown below.



This data is based on the distribution as of 16<sup>th</sup> August 2022.

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

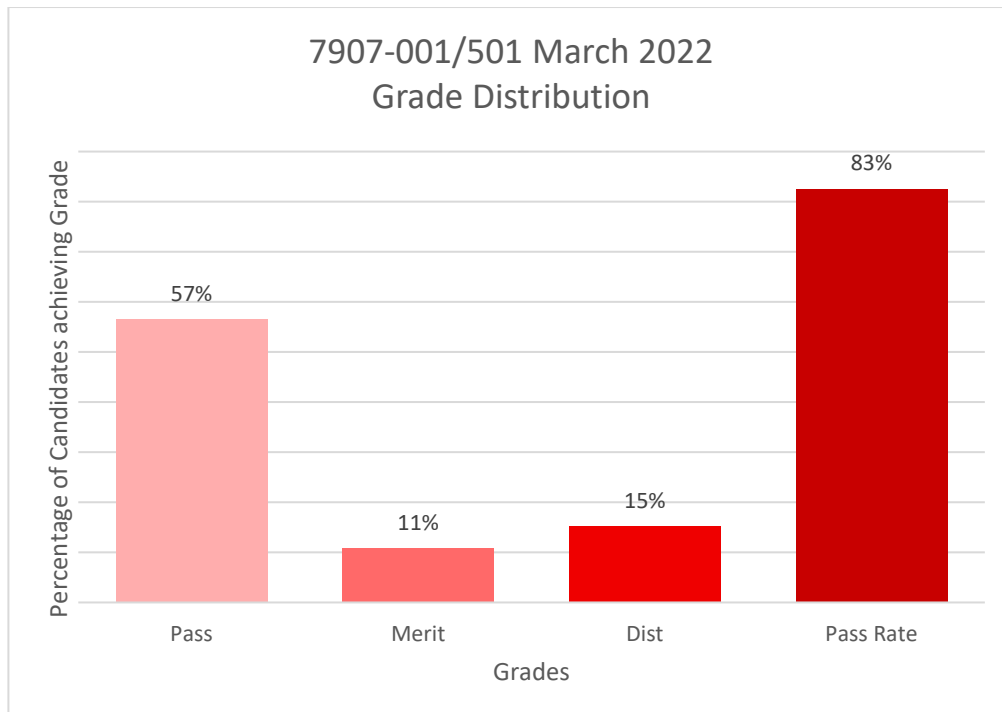
Assessment: 7907-001/501  
Series: March 2022 (Spring)

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

<b>Total marks available</b>	<b>70</b>
Pass mark	25
Merit mark	34
Distinction mark	44

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

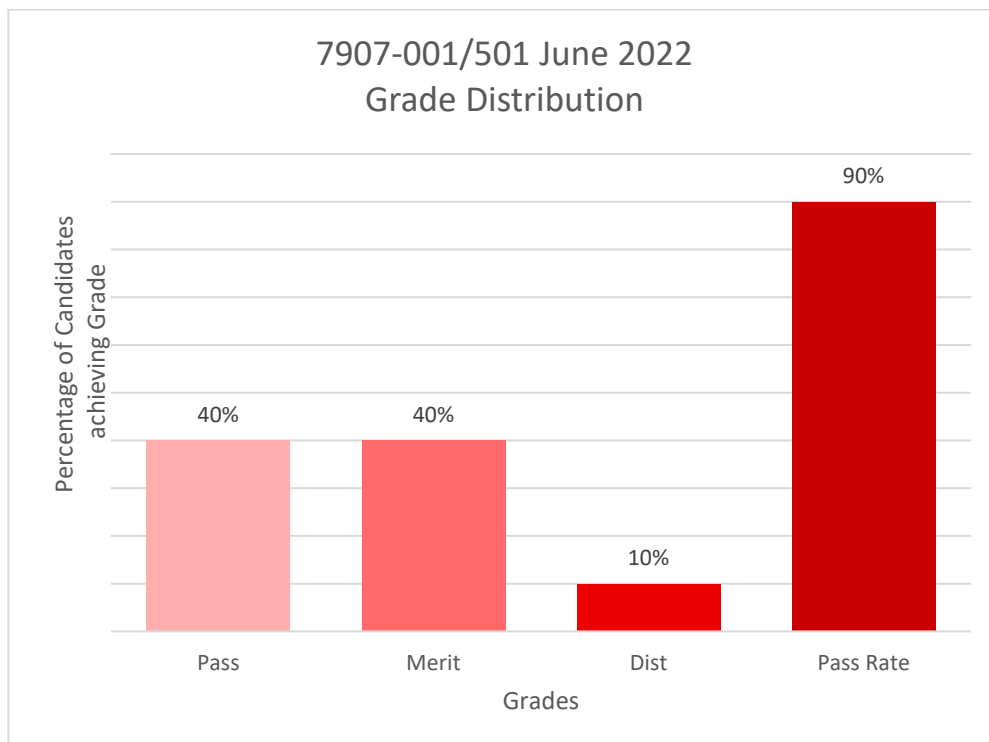


Assessment: 7907-001/501  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment.

<b>Total marks available</b>	<b>70</b>
Pass mark	23
Merit mark	33
Distinction mark	43

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



# Chief Examiner Commentary

## 7907-001/501 - Theory exam

### March 2022 (Spring series)

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 of difficulty set in past papers. The paper covered 301, 302, 304, 306 units in the 7907-001/501 Level 3 Painting and Decorating handbook, with the assessment to be scored out of a possible 70 marks.

On each question, a proportion of candidates were able to score marks available, indicating that all marks are accessible to a well-prepared learner.

Knowledge gaps were most obvious on Unit 301 Principles of organising, planning and pricing construction work, where candidates were unable to differentiate between planning and work activities - for questions 19 and 20 several candidates scored no marks for one or both questions. However, one topic in this unit that candidates generally gave strong responses on was estimating (question 12).

Generally, a good performance was seen by the cohort on multiple choice questions assessing Unit 302 Erecting and dismantling access equipment and working platforms, with a good proportion of candidates selecting the correct key on each. However, for Q21 only a very small minority of the cohort scored any marks at all, indicating that candidate learning may not have caught up with updated HSE guidelines around scaffold towers.

Candidate performance was mixed for Unit 304 Producing specialist finishes for painted decorative work with a mid-range performance on the multiple choice and AO1 recall (particularly questions 7 and 16), but a weaker performance given on AO2 understanding (particularly on question 23). Candidate performance on this unit may benefit from centres promoting a deepening of knowledge and understanding of Unit 304.

As with Unit 306 Applying water-borne paint systems using airless equipment, candidates demonstrated a breadth of knowledge, but marks were missed on AO2 Understanding. This was particularly evident in candidate responses to question 25. For the multiple-choice question on this topic, AO1 recall (question 10) the cohort performed well with 78.1% of learners selecting the correct key.

The extended responses question (question 26) assessed all units. Quality of candidate responses spanned the full range and those that were able to demonstrate both breadth and depth of knowledge, across the units assessed achieved good marks.

Candidates should be reminded to read the questions fully and carefully, ensuring they understand the requirements of the question and align their answers to the marks available, particularly at middle and higher band response levels. Candidates also need to be reminded of the need to demonstrate their full depth/ breadth and range of knowledge and understanding across all topics. During the extended response questions candidates should demonstrate they understand and have analysed the scenario fully and show a confident understanding, giving justifiable reasoning behind their answers to fully access the marks available.



## June 2022 (Summer series)

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 previous papers and the test specification. The paper covered a wide spectrum of knowledge and understanding, allowing this assessment to be scored out of a possible 70 marks.

The candidates showed either a lack of knowledge or learning in the Graining area and showed little understanding of the process and function of equipment. No learners accessed the higher marks for the short answer question, giving little to no steps in the process and naming inappropriate tools to achieve the desired effect.

For the extended response question relating to Spraying a new build, the responses showed that the candidates have some knowledge related to spraying and decorating in general, as they have used and completed cleaning and storing spraying equipment in practice and performed many decorating tasks. However, the candidates performed poorly since they lacked the ability to write the correct order of the process of preparing the area, preparing the substrates, list tools, list materials, access equipment, cleaning spray equipment, cleaning up and finishing the job from start to finish. Candidate performance would be improved if they further developed their ability to plan their answers and to provide any reasoning or justification for their responses. Some learners described the sequence without detailed information so picked up very few marks for demonstrating knowledge but did not extend their responses to move into the higher bands.

There was evidence of learners not reading the question; this meant they gave question responses were not always relevant and valuable exam time was lost. Candidates are advised to use sample question papers and answers to allow them the opportunity to see full explanations and how questions should be answered depending on the type of action verbs used. Many candidates gave one-word answers when multiple marks were available, i.e. when asked to 'describe' they listed.

Centre's need to prepare their candidates in exam techniques to identify what the question is asking and the suitable response.

# Synoptic Assignment

## Grade Boundaries

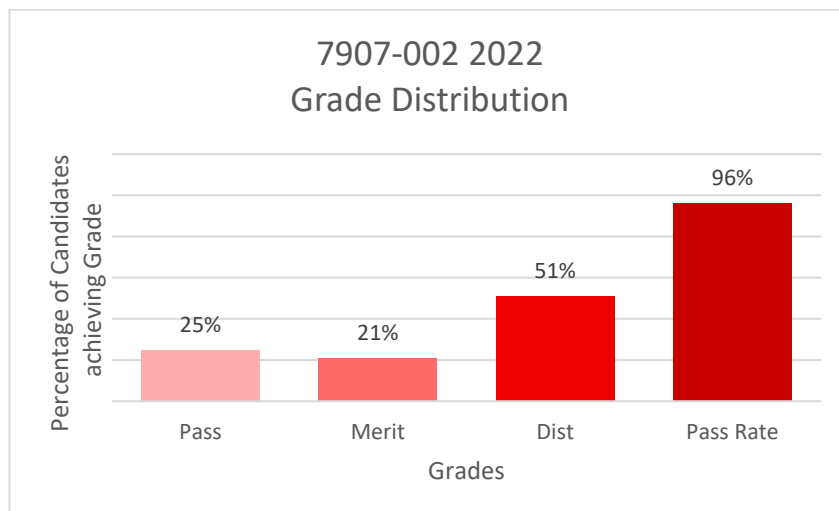
Below identifies the final grade boundaries for this assessment.

Assessment: 7907-002

Series: June 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	30
Distinction mark	40

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



## Principal Moderator Commentary

The assignment carried similar difficulty levels to previous synoptic assignments featuring paperhanging, marbling, stencil making and spray painting using HVLP.

The assignment performed as expected with tasks carried out to a high standard in most cases. Candidate performance ranged from good to excellent.

Evidence of planning (including method statements and risk assessments) were carried out with significant levels of detail. All candidates conformed to health and safety procedures and demonstrated their knowledge and understanding of it in their practical work. Thus, applying theory to practice.

### Risks and Issues

Some method statements and risk assessments lacked content expected for level 3 candidates, despite the standard generally being high across the cohort.

Marking was similar across the board. Some centres, where more than one assessor has marked work, should ensure a good standardisation process is completed prior to any marking being completed or evidence collection being carried out to allow for a standardised marking process.

Centres are encouraged to adopt a digital approach for all evidence, as some candidates and, indeed, to ensure legibility of task responses. The use of a word processor removes the risk that the marker cannot read or misreads candidate documentation allowing for a better understanding of work undertaken and a more efficient marking process.

The Painting and Decorating Level 3 synoptic assignment for this year was the first official synoptic assignment to be undertaken since the covid restrictions and grades awarded through centre and teacher assessed grades.

Task 1 required candidates to plan their work before commencing. This called for completion of a tool and equipment list along with a method statement and risk assessment for each task. This demonstrated the ability to recall previously learnt knowledge and application of acquired knowledge.

Task 2 required candidates to demonstrate the application of cross lining followed by hanging a drop patterned vinyl wallpaper to the upper wall.

Task 3 required candidates to apply two coats of vinyl matt emulsion and apply a stencil at dado height.

Task 4 required candidates to re-decorate the fireplace surround and back panel by providing ground coats for marbling; and apply Carrara marble effect to the fireplace surround and coat with a protective varnish.

The practical work was completed by the application of a water-based undercoat and gloss finish to the skirting.

Task 4 required candidates to redecorate a flush panelled door by spray painting using HVLP equipment; and apply one undercoat and one coat water-based gloss finish.

Task 5 required candidates to provide a reflective evaluation of their work.

There was sufficient evidence that work had been produced to a high quality, based on moderation visits to centres, photographic images and observation reports of the work provided by the centre assessor/marker.

Overall, the tasks were performed well by most candidates. Many candidates were able to demonstrate their skills in planning, practical application of preparation and paperhanging, as well as application of both decorative and plain painting techniques.

In most cases, candidates completed work to a high standard, demonstrating good recall and application of knowledge.

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

Tasks were completed over several days, as advised within the assignment, to allow for drying times. Some candidates demonstrated an elevated level of skill during these tasks which allowed them to achieve higher marks. Almost all candidates complied with health and safety requirements during the synoptic tasks.

Most of the images uploaded were of a good standard, although in a few cases, the quality of images provided were dark or indistinct. Centres should make every effort to ensure photos show enough detail for markers to be able to assess the quality of candidate work.

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

There seemed to be some confusion about how to complete all actions regarding the requirements for uploading of documents to the portal. Centre standardisations, declarations and employer involvement details were not always assigned to the correct area of the portal.

### **Performance against each Assessment Objective (AO)**

- **AO1** Recall of knowledge was demonstrated well by all candidates, particularly when completing the method statement and risk assessment which in the main were detailed. Markers used questioning techniques to gather evidence to allow for the recalling knowledge.
- **AO2** Most candidates were able to demonstrate a good understanding 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, and this was evident from their documentation.
- **AO3** All tasks were completed and photographic evidence was submitted documenting completed work. Candidate record forms and practical observation forms helped to form an opinion on the performance of the candidates. The standard of work was, overall, good to excellent. Most candidates performed extremely well at the paperhanging, spraying and marbling techniques with finishes to a high standard. Some candidates struggled with the marbling application, applying a too heavy application of the colourants.
- **AO4** In most cases the tasks were planned and completed to the specification containing some minor errors. The higher performing candidates were able to bring together all

aspects of their work and completed reflective accounts in line with the high standard expected at this level of study.

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

In summary, candidates performed very well and were more consistent in their approach than in previous years.

### **Best practice**

Centres that adopted a fully digital approach in terms of photographs and documentation allowed for a better understanding of the candidate evidence and the assessor's commentary.

Photographs where name cards and task identification were used were deemed good practice for identification purposes of the candidate and task.

All centres received a visit from the external moderators to allow for a standard approach to moderation process across the cohort. This generated moderator discussions around the practices observed and created a good foundation for the pre moderation standardisation meeting.

Some centres were well planned and logical in their delivery of the assessment process. Students knew exactly what they were doing, when it was going to happen and how long it should take.