

0170-20- Level 2 Technical Award in Land based studies

2019

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	11

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.

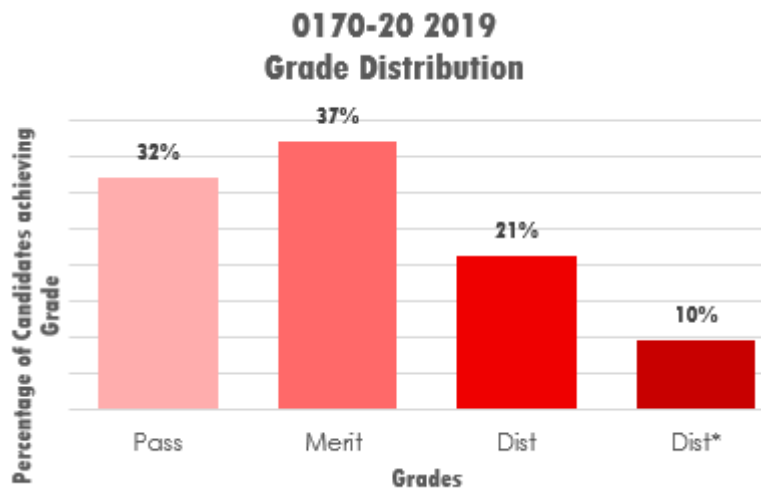
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 0170-001/501 Level 2 Technical Award in Land Based Studies – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- 0170-002 Level 2 Technical Award in Land Based Studies – 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

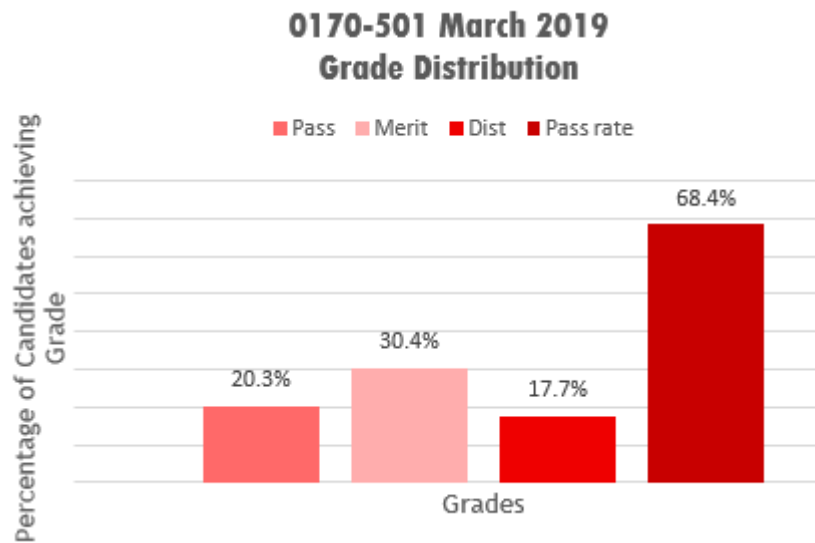
Grade Boundaries

Assessment: 0170-001/501
Series: March 2019 (Spring)

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

Total marks available	60
Pass mark	26
Merit mark	33
Distinction mark	41

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

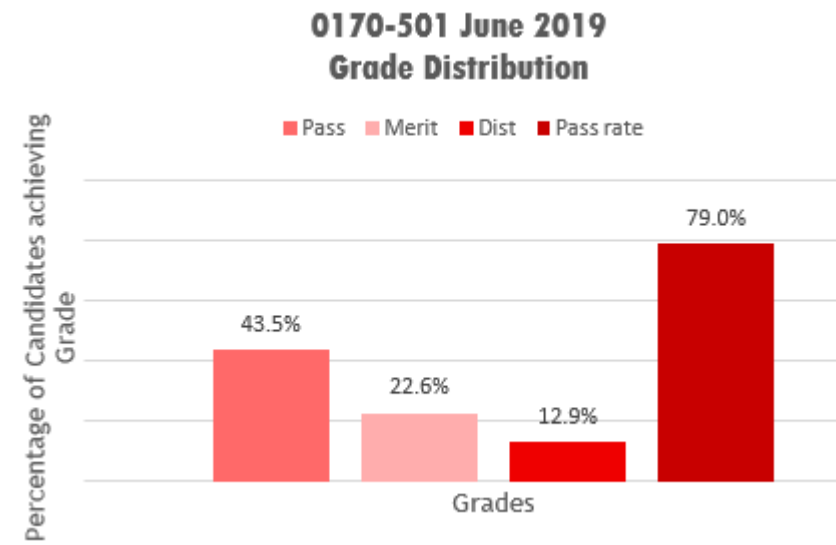


Assessment: 0171-501
Series: June 19 (Summer)

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

Total marks available	60
Pass mark	25
Merit mark	33
Distinction mark	42

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



Chief Examiner Commentary

Level 2 Technical Award in Land Based Studies - Theory exam

Series 1 – March 2019

The overall answers from candidates were generally of a good standard with only very few giving poor answers leading to extremely low marks.

There was evidence that a lot of planning went into the long answer questions with some well thought out examples. The questions were fair and well worded and gave students with a range of land-based interests a fair chance of achieving good marks. Candidates tended to do well on the questions that asked for a specific number of examples rather than the description or explanation of a process.

Short answer questions

The questions were of a good level for this paper and covered a wide range of land-based topics. The highest marks overall tended to be from the health and safety - based questions with a high proportion obtaining full marks. Generally, the animal-based questions were also well answered. However, there was some confusion around the spread of ringworm with some thinking it was through faeces.

Another subject that candidates tended to do well in were the questions concerning equipment, especially the advantages and disadvantages of battery powered chainsaws.

The area that posed a problem for quite a few candidates were the plant based questions. Very few understood Translocation and described Transpiration instead.

It was also evident that the majority of candidates understood the term topography and the influence on farming practices.

Extended response questions

The question allowed for a description of a wide variety of agricultural technologies on different aspects of the industry. The majority explored this through discussion around fertiliser application and drone technology. Pest and disease prevention mainly centred on chemical application and barrier control. Overall, candidates understood and interpreted this question well.

A few candidates gave excellent well thought out answers to this question, exploring a range of recommendations to enhance plant growth through the use of technology. There were some very modern answers relating to the use of LED lighting to maximise productivity.

Most candidates tended to concentrate on controlling the water and nutrient and intake within greenhouses.

Some good references to precision application of pesticides and nutrients, relating this back to the effects these can have on the environment.

Mostly excellent evidence of planning for this type of question.

Series 2 – June 2019

General Feedback

The candidates responses were generally of an acceptable standard for this level, with only a few giving very poor answers. The range of questions allowed most candidates to gain adequate marks in the paper overall. There was misunderstanding of some terms leading to answers that missed the point of the question. The majority of candidates obtained high marks for the Application of Science unit questions particularly for the animal based questions.

Short answer questions

Generally, the candidates scored well on the short answer questions, with most able to at least gain some marks on each. Question Q7 and Q8 -which were the animal based questions- nearly all candidates achieved over half or full marks. These answers contained some very good descriptions of visual signs of good animal health and consequences of poor diets. Q4 was another very well answered question on plant science. Again, the main of candidates obtained over half or full marks. This was also the case of Q9 on factors affecting the selection of new equipment mainly due to the range of answers candidates were able to give. A large majority misread the question on aerobic respiration and described photosynthesis or did not understand and described a mixture of the plant processes.

Q2 also seemed to be misread by some candidates who confused topography with technology. Consequently, there were descriptions of drones and GPS systems with only a few gaining half marks or more.

Extended response questions

In the main, this question was answered quite poorly with approximately 70% of candidates only accessing the marks in Band 1. Candidates tended to write quite a lot of information that did not answer the question. There were limited examples of technology given that could influence animal production. Answers tended to contain a lot of repetition with some just focusing on how technology affects the farmer.

The candidates who did do well tended to discuss examples from the dairy and sheep industries. There were three excellent answers gaining marks from the top end of Band 3. These candidates discussed a very wide range of technologies and justified why they affected animal production, health and welfare.

Synoptic Assignment

Grade Boundaries

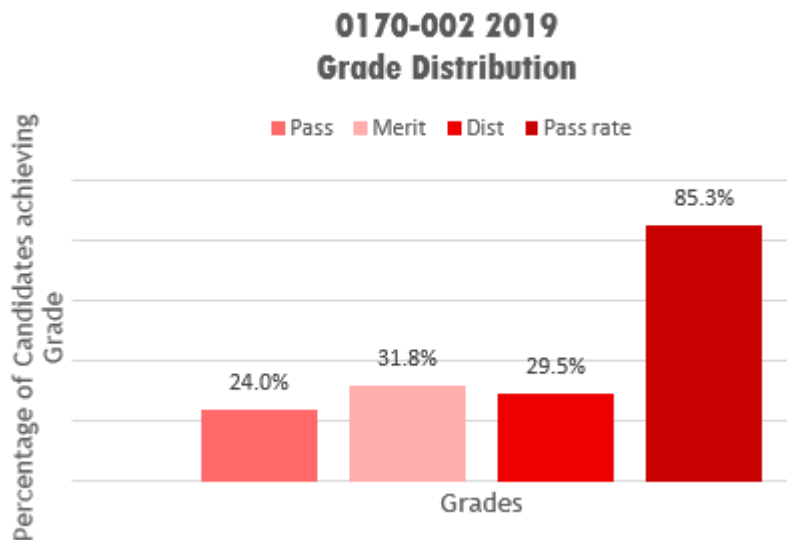
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 0170-002

Series: 2019

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

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



Principal Moderator Commentary

Overall a good attempt was made on the written elements of the synoptic assignment with a wide range of quality within the work, as you would expect for Level 2 students. A lot of very good work has been completed. Well-done Candidates and Centres.

The synoptic assignment contained a spread of practical tasks allowing centres to give candidates every opportunity to achieve to their full potential.

Health checks and feeding logs were carried out to varying standards of detail.

Photographic evidence was used on many occasions but added very little added value to the evidence.

To assist in the moderation process, can markers of written material please show evidence of marking and insert comments on candidate scripts of strengths and weaknesses. This enables the moderator to see where marks have been allocated.

Task 1

There was a range of risk assessments used for the, some were easier to complete than others. They were completed to various degrees of accuracy. Candidates were asked to complete 3 risk assessments, in some cases these were combined.

Task 2

The scope of this task has not changed for 2019. Records were variable.

Task 3

The scope of this task became more focused in 2019 by asking candidates to look at 3 possible options for the site.

In a number of cases it was obvious that candidates had drawn a lot of inspiration for this task from visits to similar situations.

Task 4a

Candidates were given the option of either large or small animals. In most cases only single animals were chosen. Logs were completed to various degrees of detail.

Task 4b.

Again various degrees of accuracy and detail.