

0171-002/502– Level 3 in Agriculture – Theory Exam (1)

March 2020

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 2020** 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;
0171-002/502 Level 3 in Agriculture – Theory Exam.

Theory Exam – March 2020

Grade Boundaries and distribution

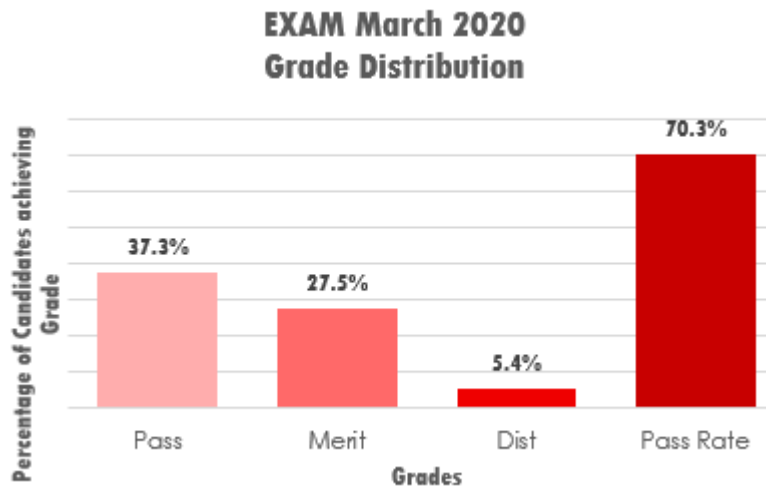
Assessment: 0171-002/502

Series: **March 2020**

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 0171-002/502

Series 1 (March)

This was a fair and balanced paper with plenty of scope for the more able candidates to demonstrate their knowledge and understanding.

Questions that were answered well included were on soil structure and plant life cycles and sheep management where most candidates scored highly.

Recall questions on plant science and the calving index were poorly answered by most candidates.

For the extended response question candidates were asked to discuss possible environmental and soil implications of growing a crop of spring barley and how these can be controlled. There were a wide range of responses with several candidates at the top of Band 2 but the majority were around top of Band 1.

Candidates tended to give limited information which did not answer the question and in many cases there was a lack of technical language and disorganised and ambiguous answers. There was tendency for candidates to focus on growing the crop with little discussion of environmental and soil implications.

The candidates who did do well tended to demonstrate a good understanding of the key topics and the interrelationships between the factors with some use of specialist terms and relevant examples.

Answers were presented in a fairly structured format but higher marks were achievable if there was the support of clear links to the topic.