

0171-010/510 – Level 3 in Agriculture – Theory Exam (Livestock)

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, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;
0171-010/510 – Level 3 in Agriculture – Theory Exam (Livestock).

Theory Exam – March 2020

Grade Boundaries and distribution

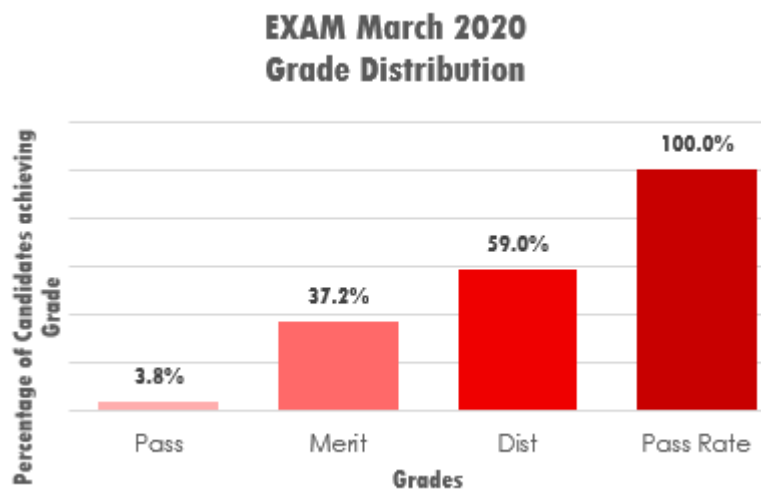
Assessment: **0171-010/510**

Series: **March 2020**

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

Total marks available	60
Pass mark	28
Merit mark	36
Distinction mark	45

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: 0171-010/510

Series 1 (March)

There was a significant improvement in candidates' exam technique compared to last year's paper which was illustrated by candidates offering more relevant responses, allowing many to gain higher marks. It was also significant that most candidates had planned their ERQ which resulted in more structured responses. Overall, candidates' performance was stronger in the recall questions with good use of technical terms.

Most candidates demonstrated a good recall of knowledge, gaining marks in topics such as administering medicines and infertility in livestock and ATVs. Higher scoring candidates demonstrated the ability to recall knowledge across all of the mandatory units and evidence their understanding, through accurately targeted justification and reasoning. The combination of these skills, supported by the accurate use of industry specific terminology, enabled them to gain high marks in the ERQ.

In terms of areas that were not so well answered, there was a mixed response around nutrition (with very few correctly defining Dry Matter and ME), and the function of the Corpus Luteum. Candidates need to focus on reading questions as responses in some areas did not relate to what was being asked. One example of this was reproductive technologies where numerous learners referred to such things as natural service. Another was inorganic waste which resulted in many referring to organic waste. Some answers indicated that candidates had not read and understood the focus of some questions fully, whilst other responses lacked justification and/or reason, meaning they were unable to gain full marks.

Candidates were asked to "Discuss the challenges and solutions in maintaining a healthy herd of dairy cattle". Generally candidates showed good knowledge and discussion of the challenges and solutions facing dairy herds. Most answers were well structured with accurate and consistent use of technical terms. Candidates in the upper band produced coherent and well-structured answers with excellent knowledge and discussion of the challenges and solutions with relevant and current technical language.

Candidates will benefit from reading and fully understanding what the question is asking for before attempting to answer. 'Describe' type questions require a response detailing what something is like, whereas 'explain' type questions require candidates to demonstrate reasoning by providing further justification to the points made within their responses. Candidates also need to be prepared for the different types and structures of questions contained within the paper and need to be familiar with the variety of command verbs, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.