

# Level 2 Technical Certificate in Land and Wildlife (0173-20)

2019

## Qualification Report

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# 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.

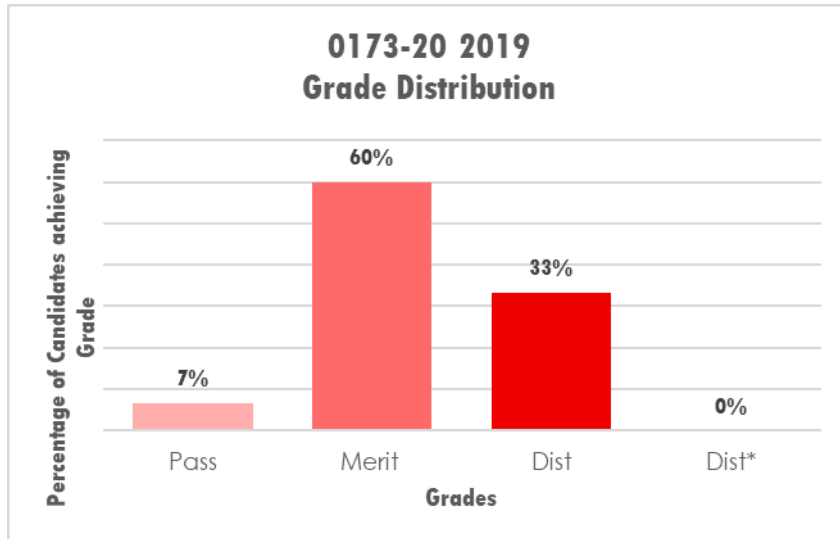
The document provides commentary on the following assessments:

- All pathways
  - 0173-524 Land and Wildlife – Theory exam
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0173-025 Land and Wildlife – Synoptic Assignment
- Game
  - 0173-026 Land and Wildlife (Game) – Synoptic Assignment
- Fisheries
  - 0173-027 Land and Wildlife (Fisheries) – Synoptic Assignment
- Countryside
  - 0173-028 Land and Wildlife (Countryside) – Synoptic Assignment

# Qualification Grade Distribution

## Level 2 Technical Certificate in Land and Wildlife (0173-20) - Game

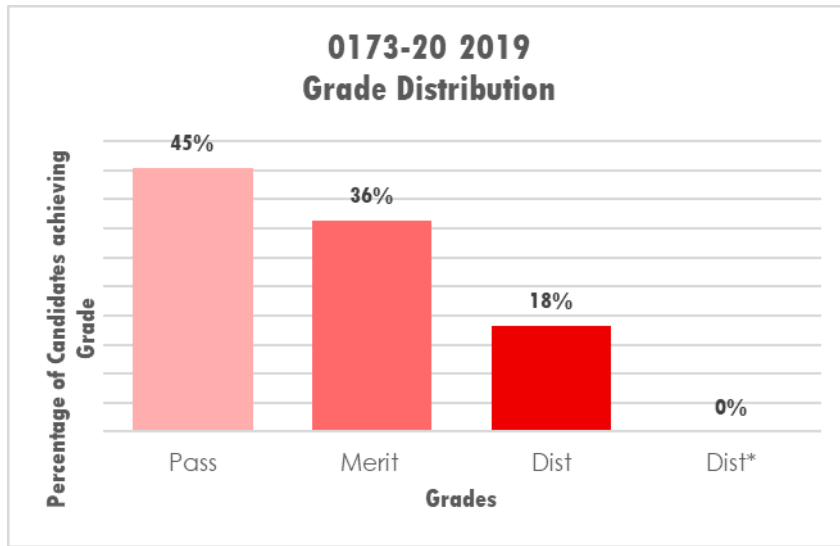
The grade distribution for this qualification is shown below:



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.

## Level 2 Technical Certificate in Land and Wildlife (0173-20) - Fisheries

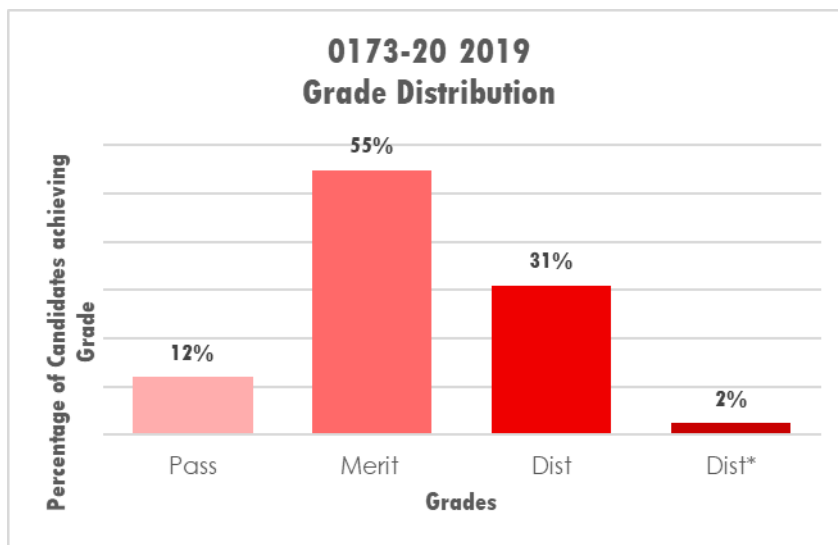
The grade distribution for this qualification is shown below:



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.

## Level 2 Technical Certificate in Land and Wildlife (0173-20) - Countryside

The 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 Exams

## Level 2 Technical Certificate in Land and Wildlife (0173-20) – All pathways

### Grade Boundaries

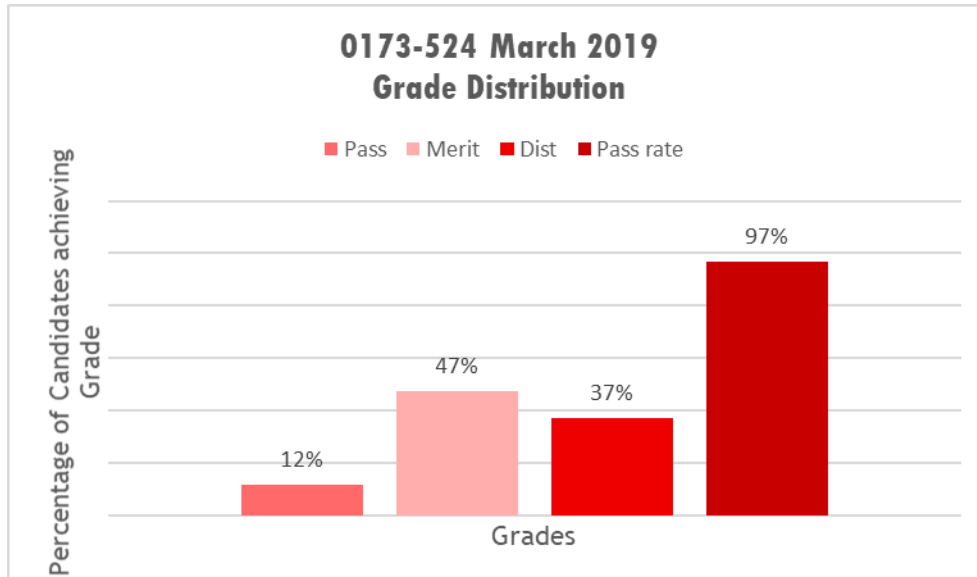
Assessment: **0173-524**

Series: **March 2019 (Spring)**

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

<b>Total marks available</b>	<b>48</b>
Pass mark	22
Merit mark	29
Distinction mark	36

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

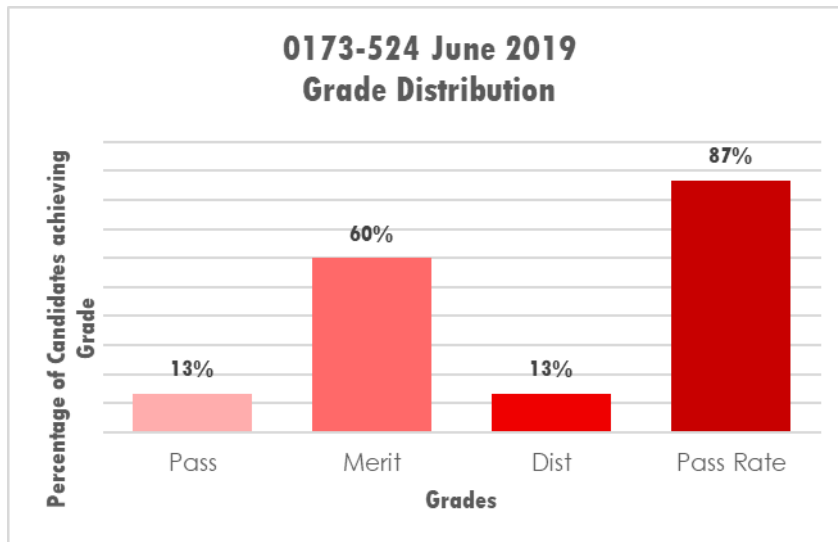


Assessment: **0173-524**  
Series: **June 2019 (Summer)**

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

<b>Total marks available</b>	<b>50</b>
Pass mark	22
Merit mark	29
Distinction mark	37

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





# Chief Examiner Commentary

## 0173-524 Land and Wildlife - Theory exam

### Series 1 – March 2019

Overall, the candidates performed well but there were some weakness displayed with the AO2 & AO4 questions.

The following units were covered in this assessment:

- Unit 202: Working in the land and wildlife industry
- Unit 203: Land and wildlife land based machinery
- Unit 204: Conservation and improvements to British habitats
- Unit 205: Estate maintenance

Questions 43-49 were the applied knowledge questions covering a range of content from across all the units above. Candidates were required to demonstrate their knowledge and understanding from a range of topics in an integrated approach when attempting these questions.

Overall, there was a high pass rate and most students achieved a merit grade.

### Series 2 – June 2019

Overall, the candidates performed well but there were some weakness displayed with the AO1 & AO2 questions. Knowledge on fencing and countryside law are both areas for improvement.

The applied knowledge questions covered a range of content from across all the units above. Candidates were required to demonstrate their knowledge and understanding from a range of topics in an integrated approach when attempting these questions.

# Synoptic Assignments

## Level 2 Technical Certificate in Land and Wildlife (0173-20) – All pathways

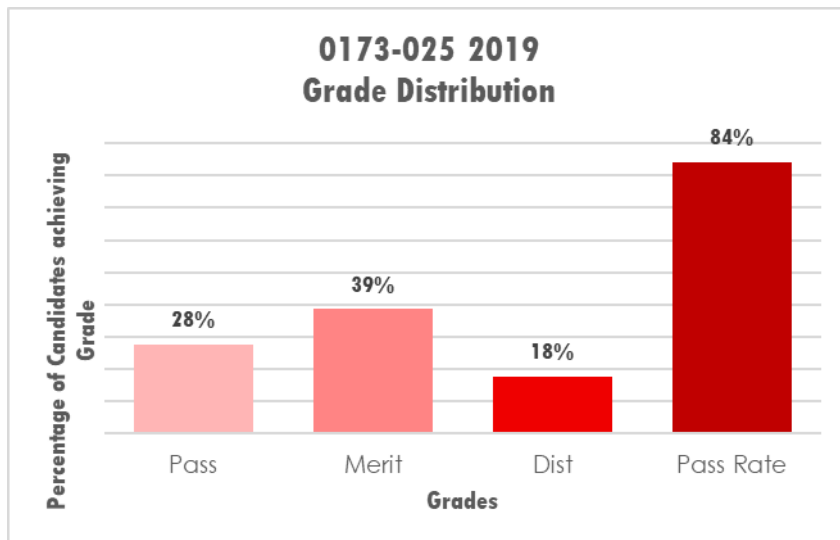
### Grade Boundaries

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

Assessment: **0173-025**  
Series: **2019**

<b>Total marks available</b>	<b>60</b>
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

Candidates presented evidence which demonstrated that they had some knowledge and understanding to achieve the tasks set.

Some of the evidence presented was brief and did not go beyond basic information. Some of the field notes and diagrams was not well- presented. Most candidates were challenged by producing a 5- year maintenance plan for the ditches and not all candidates were able to state the loss and/or gains to biodiversity as a result of the maintenance tasks. Risk assessments were required for task 1 and task 3. Some candidates were able to complete the pro-formas provided by the centre with good detail, others identified hazards but did not complete the document with relevant risk ratings or list appropriate precautionary measures to implement. Some candidates were confident in using machinery and undertaking the practical ditch maintenance tasks, others were less confident. Some centres did not perform specific ditch maintenance tasks and instead undertook bankside and verge management tasks.

Tutor observations were mostly clearly reported on the Practical Observation Form and they reported 'how well' the learner had performed however; some centres need to relate comments more specifically to the marking grid and the language used to differentiate between a 'top of band' and 'bottom of band candidate'.

The more detailed Candidate Record Forms (CRFs) and Practical Observation Forms (POFs) assisted moderators in validating centre marks. Centres need to ensure that POF detail and CRF information concurs.

### AO1 20%

Candidates had the opportunity to demonstrate recall of knowledge throughout all three tasks. Higher marks were gained when candidates were able to use technical language appropriate to the industry and show that they had knowledge which enabled them to undertake basic surveying methodology. Candidates could demonstrate that they could recall the names of species or knew how to identify a species using identification aids. Breadth and depth could be shown through knowledge relating to maintenance plans and use of machinery. Furthermore, candidates could show they were familiar and confident with equipment and could work safely in the working environment.

### AO2 20%

The tasks allowed candidates to provide evidence that showed that they understood concepts, theories and processes relating to the land and wildlife industry. Candidates that gained higher marks were able to, for example, carry out the surveys, understand the results of the surveys and subsequently identify habitats accurately. They could then make connections between species and habitat types. Candidates could demonstrate that they understood how to produce a five year maintenance plan and appreciate how to mitigate habitat damage. In addition, candidates could complete accurate risk assessments and explain legislation which should be considered when undertaking the ditch maintenance tasks.

### AO3 25%

Tasks 1 and 3 allowed the candidates to demonstrate 'how well' they could carry out practical tasks which are undertaken by those that work in the land and wildlife sector. The surveys allowed candidates to prove they could respond to information by identifying habitat types. The checking of data provided the opportunity for candidates to use the range and depth of their skills eg positive identification of species. Often only very common species were identified. Candidates had the opportunity to demonstrate practical estate maintenance tasks either via the use of machinery or hand tools; some candidates were strong in these tasks, others less confident. Selection of PPE and adherence to health and safety and the construction of risk assessments also contributed to the application of practical and technical skills. Candidates who could respond well to all of the practical skills in this assessment gained higher marks.

AO4 20%

Candidates who had developed a wider knowledge of the skills required by land and wildlife workers were able to access higher marks. The synoptic assessment scenario and tasks provided the opportunity for candidates to evidence this assessment objective. Candidates needed to reflect on theory when reporting on habitats and preparing ditch maintenance plans. Candidates need to perform consistently well in AO1 and AO2 to gain marks in band 3 in this assessment objective.

AO5 15%

The tasks in the synoptic assessment allowed a range of opportunities for the candidate to demonstrate attention to detail. Candidates needed to carefully undertake surveying techniques and present data e.g. maps, photographs and diagrams; candidates did not always pay consistent attention to detail in this area. The report writing exercise in task 2 provided the candidates with the opportunity to produce a professional style maintenance plan over a five-year period; candidates were sometimes challenged in producing plans over a five year period and often repeated the first year, four times. Task 3 gave candidates the opportunity to show attention to detail in terms of precision, refinement and accuracy in terms of practical ditch maintenance; some candidates were very confident whilst others required more practice. Centres need to remember when awarding this AO that it is not just about the effort submitted by the candidate but the quality of the finished product.

# Level 2 Technical Certificate in Land and Wildlife (0173-20) – Game

## Grade Boundaries

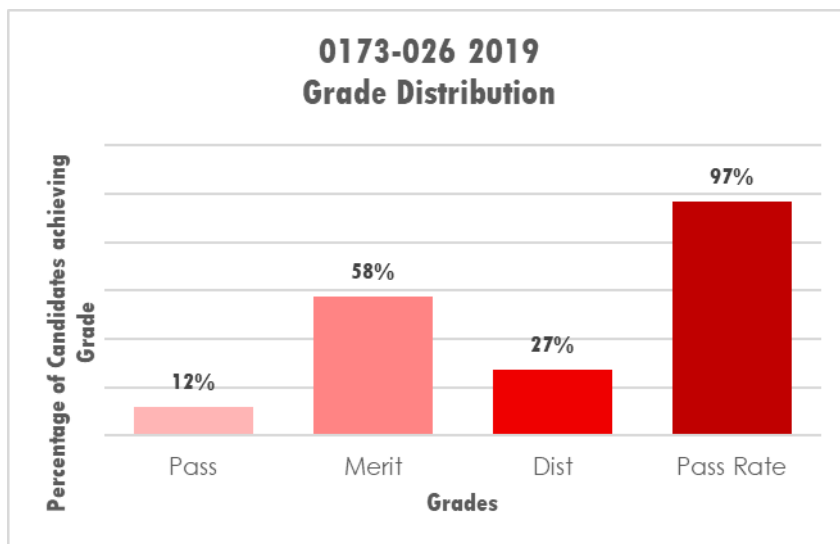
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: **0173-026**

Series: **2019**

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	35
Distinction mark	46

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



## Principal Moderator Commentary

The assessment covered a range of outcomes from the following units, 206: Firearms Safety, 207: Assist with Pest and Predator Control, 210: Assist with Shooting Activities and allowed candidates to draw on their knowledge, understanding and experience of game management to respond to the tasks set.

Most candidates achieved sufficient marks to pass. Candidates presented evidence which demonstrated that they had been prepared and were able to achieve the tasks set. The tasks were clear and not ambiguous; candidates could understand the requirements of the tasks set. The candidates generally performed well and identified suitable responses to the tasks.

Tutor observations were mostly clearly reported on the Practical Observation Form and they reported 'how well' the learner had performed however; some centres need to relate comments more specifically to the marking grid.

The more detailed Candidate Record Forms (CRFs) and Practical Observation Forms (POFs) assisted moderators in validating centre marks. Centres need to ensure that POF detail and CRF information concurs.

### AO1 20%

Candidates had the opportunity to demonstrate recall of knowledge throughout all three tasks. Higher marks were gained when candidates were able to use technical language appropriate to the industry, show that they had the ability to remember when legislation needed to be followed, could recall a range of pest and predator control measures, were familiar with equipment and had depth and breadth of knowledge to recall knowledge relating to safe and effective deer shooting.

### AO2 20%

The tasks allowed candidates to provide evidence that showed that they understood concepts, theories and processes relating to the game industry. Candidates that gained higher marks were able to, for example, provide an assessment of the high seat which made connections and links to the practical activity of effectively shooting deer. In addition, higher achieving candidates were able to understand why it was important to have rearing equipment in good working order and the repercussions if this was not the case. Through task 2, the report on protecting game bird poults, candidates were able to suggest a range of methods to ensure effective pest and predator control.

### AO3 30%

Tasks 1 and 3 allowed the candidates to demonstrate 'how well' they could undertake practical tasks which are undertaken in the field by a gamekeeper. The inspection and subsequent preparation of the rearing equipment allowed candidates to prove they could respond to practical problems. The checking of the high seat provided the opportunity for candidates to use a range and depth of their skills which would lead to positive practical outcomes in terms of shooting a rifle accurately and safely, followed by cleaning tasks. Candidates who could respond well to all of the practical skills in this assessment gained higher marks.

### AO4 20%

Candidates who had developed a wider knowledge of the skills required by a gamekeeper were able to score highly in this objective. The synoptic assessment scenario and tasks provided the opportunity for candidates to evidence this assessment objective. Candidates needed to reflect on theory when reporting on the condition of the high seat. Likewise, they needed to draw on theory when preparing to shoot accurately and safely. Candidates need to perform consistently well in AO1 and AO2 to gain marks in band 3 in this assessment objective.

AO5 10%

The tasks in the synoptic assessment allowed a range of opportunities for the candidate to demonstrate attention to detail. Candidates needed to carefully check the rearing equipment in order to report on and remedy faults in condition of equipment. The report writing exercise in task 2 provided the candidates with the opportunity to produce a professional style report. Task 3 gave candidates the opportunity to show that attention to detail in terms of precision, refinement and accuracy is key to ensuring a clean kill. If candidates were a 'good shot' they were able to gain marks in this assessment objective. Centres need to remember when awarding this AO that it is not just about the effort submitted by the candidate but the quality of the finished product.

# Level 2 Technical Certificate in Land and Wildlife (0173-20) – Fisheries

## Grade Boundaries

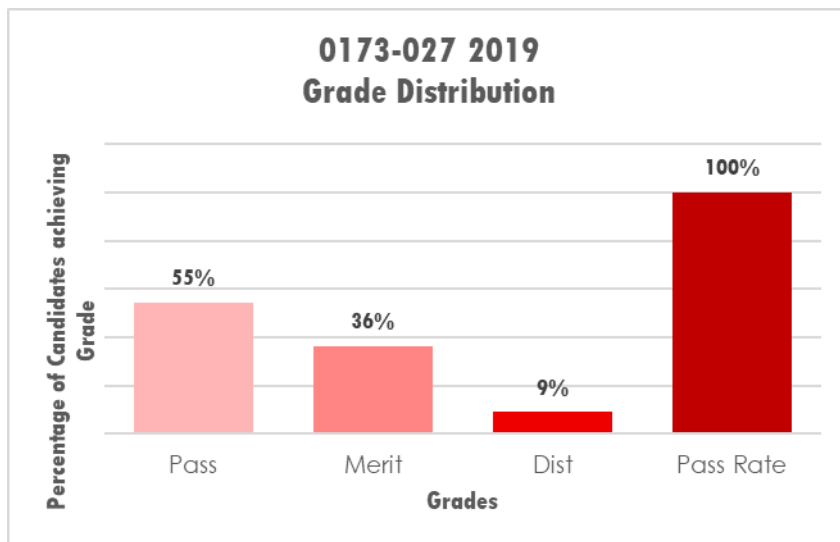
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: **0173-027**

Series: **2019**

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	43

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





## Principal Moderator Commentary

The assessment covered a range of outcomes from several units. This meant that candidates needed to draw on their knowledge, understanding and experience of fish management across a wide range of information to respond to the tasks set.

Most candidates achieved sufficient marks to pass. Candidates presented evidence which demonstrated that they had been prepared and were able to achieve the tasks set. Some candidates were less confident with the practical fish stock assessment. The tasks were clear and not ambiguous; candidates could understand the requirements of the tasks set; centres did not require additional clarification in order to deliver the assessment. The candidates generally performed well and identified suitable responses to the tasks.

The more detailed Candidate Record Forms (CRFs) and Practical Observation Forms (POFs) assisted moderators in validating centre marks. Tutors need to refer to the assessment grids when reporting on practical tasks and use the same phrases and language to report on 'how well' candidates have performed. Some of the POFs lacked detail making it difficult for a moderator to make an informed decision. Centres need to ensure that POF detail and CRF information concurs.

### AO1 20%

Candidates had the opportunity to demonstrate recall of knowledge throughout all the tasks. Higher marks were gained when candidates were able to use technical language appropriate to the industry. Recall was also demonstrated through the completion of risk assessments, species identification, fish biology and health and knowledge of water quality relating to environmental impact.

### AO2 20%

The tasks allowed candidates to provide evidence that showed that they understood concepts, theories and processes relating to the fishery industry. Candidates that gained higher marks were able to, for example, understand length and weight relationships of fish and make connections and show links using statistics in task 4 within the report on UK angling. Those candidates achieving marks in the higher band were able to produce accurate and realistic risk assessments for the practical tasks to be undertaken showing they had a strong understanding of theory related to practical work. Higher marks were achieved by candidates that could confidently explain the connections between fish biology and health. Candidates had the opportunity to explain the quality of water and the subsequent environmental impacts, and accessed higher marks where their explanation was well justified.

### AO3 25%

Tasks 1, 2, 3a, and 3b allowed the candidates to demonstrate 'how well' they could undertake a range of practical tasks which are undertaken in the fisheries industry. The use of test kits in the chemical assessment of water allowed candidates to prove they could accurately take samples and record data. Candidates needed to assist in the capture of fish which led to a number of further practical activities including, species identification, scale reading and fish dissection. Through these activities candidates who gained marks in band 3 were able to consistently show high levels of dexterity across a range of skills and demonstrate that they could apply the skills confidently. The tasks provided the opportunity for candidates to use a range and depth of their skills. Candidates who could respond well to all of the practical skills in this assessment gained higher marks.

### AO4 20%

Candidates who had developed a wider knowledge of the skills required by a fishery assistant were able to score highly in this objective. The synoptic assessment scenario and tasks provided the opportunity for candidates to evidence this assessment objective. Candidates needed to reflect on theory when undertaking the dissection task. Likewise, they needed to draw on theory

when reporting on the angling industry. Candidates need to perform consistently well in AO1 and AO2 to gain marks in band 3 in this assessment objective.

AO5 15%

The tasks in the synoptic assessment allowed a range of opportunities for the candidate to demonstrate attention to detail. For example, candidates needed to understand the requirements of task 1 in order to take accurate samples of the water. The dissection task required learners to routinely check on their progress and be alert and focussed. The report writing exercise in task 4 provided the candidates with the opportunity to produce a professional style report. Centres need to remember when awarding this AO that it is not just about the effort submitted by the candidate but the quality of the finished product.

# Level 2 Technical Certificate in Land and Wildlife (0173-20) – Countryside

## Grade Boundaries

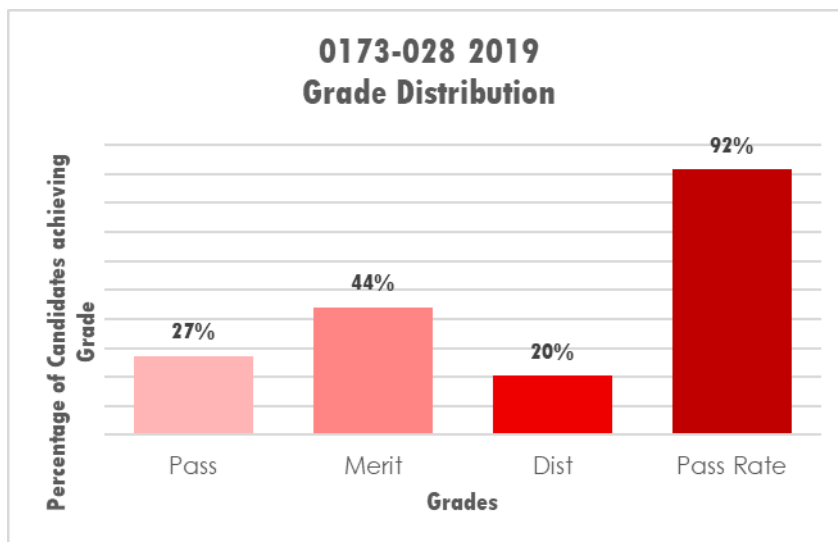
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: **0173-028**

Series: **2019**

<b>Total marks available</b>	<b>60</b>
Pass mark	22
Merit mark	31
Distinction mark	41

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



## Principal Moderator Commentary

The assessment covered a range of outcomes from several units. This requires candidates to draw on their knowledge, understanding and experience of countryside management to respond to the tasks set.

Most candidates achieved sufficient marks to pass. Candidates presented evidence which demonstrated that they had some knowledge and understanding to achieve the tasks set. The tasks were clear and not ambiguous. Some of the evidence presented was brief and did not go beyond basic information. Some of the presentation skills in terms of mapping the habitats was not well demonstrated. Some of the candidates performed best in the practical removal of species task and found making links between the tasks such as the questionnaire, survey and the habitats more challenging.

Candidates did not generally undertake sufficient surveying tasks in order to gather data on flora and fauna species in order to map the habitats on the estate. Data was often gathered in a random fashion rather than by using a recognised survey technique. Some of this evidence was not neatly presented, for example colouring of maps or inclusion of a key and title. Photographic evidence was not used well to support the task.

Tutor observations were mostly clearly reported on the Practical Observation Form and they reported 'how well' the learner had performed however; some centres need to relate comments more specifically to the marking grid and the language used to differentiate between a 'top of band' and 'bottom of band' candidate.

The more detailed Candidate Record Forms (CRFs) and Practical Observation Forms (POFs) assisted moderators in validating centre marks. Centres need to ensure that POF detail and CRF information concurs.

### AO1 20%

Candidates had the opportunity to demonstrate recall of knowledge throughout all three tasks. Higher marks were gained when candidates were able to use technical language appropriate to the industry and show that they had knowledge about the environmental impact of recreational activities. Candidates could demonstrate that they could recall the names of species or knew how to identify a species using identification aids. Breadth and depth could be shown through knowledge relating to countryside recreation and visitor needs. Furthermore, candidates could show they were familiar and confident with equipment and could work safely in the working environment.

### AO2 25%

The tasks allowed candidates to provide evidence that showed that they understood concepts, theories and processes relating to the countryside industry. Candidates that gained higher marks were able to, for example, execute the surveys, understand the results of the surveys and subsequently map habitats accurately. They could then make connections between habitat types and recreation activities and the responses from the questionnaires. Most candidates could demonstrate that they understood the methods to remove invasive species.

### AO3 20%

Tasks 1 and 3 allowed the candidates to demonstrate 'how well' they could undertake practical tasks which are undertaken in the field by a countryside worker. The surveys allowed candidates to prove they could respond to proving information by identifying habitat types. The checking of data provided the opportunity for candidates to use a range and depth of their skills for example, positive identification of species. Practical methods of the removal of invasive species could also be shown including the use of machinery. Selection of PPE and adherence to health and safety and the construction of risk assessments also contributed to the application of practical and technical skills and gave candidates more marks. Candidates who could respond well to all of the practical skills in this assessment gained higher marks.

#### AO4 25%

Candidates who had developed a wider knowledge of the skills required by a countryside worker were able to score highly in this objective. The synoptic assessment scenario and tasks provided the opportunity for candidates to evidence this assessment objective. Candidates needed to reflect on theory when reporting on recreational activities and understanding habitats. Likewise, they needed to draw on theory when preparing the questionnaires. Candidates needed to perform consistently well in AO1 and AO2 to gain marks in band 3 in this assessment objective.

#### AO5 10%

The tasks in the synoptic assessment allowed a range of opportunities for the candidate to demonstrate attention to detail. Candidates needed to carefully undertake surveying techniques, present data e.g. maps, tables, photographs and charts; consistent attention to detail was not always executed in terms of titles and annotations. The report writing exercise in task 2 provided the candidates with the opportunity to produce a professional style report; most candidates were challenged when working towards this task. Some candidates undertook the work to a very high standard whilst others lacked confidence and required more practice. Task 3 gave candidates the opportunity to show attention to detail in terms of precision, refinement and accuracy in terms of removal of an invasive species. Centres need to remember when awarding this AO that it is not just about the effort submitted by the candidate but the quality of the finished product.