

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

2024

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 2024 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

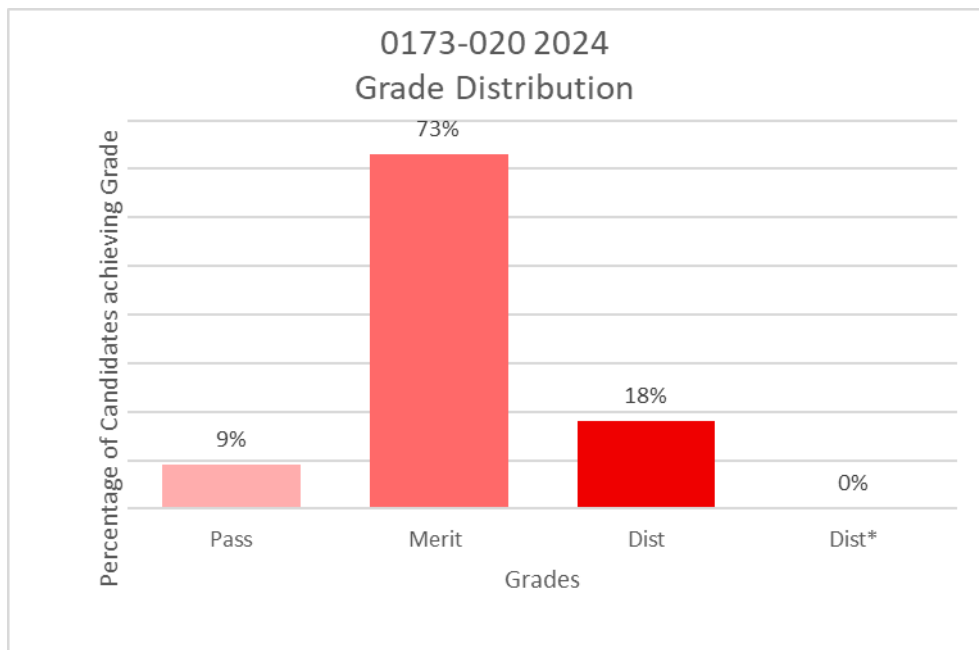
The document provides commentary on the following assessments:

- All Pathways
 - 0173-524 Land and Wildlife – Theory exam
 - March 2024 (Spring)
 - June 2024 (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

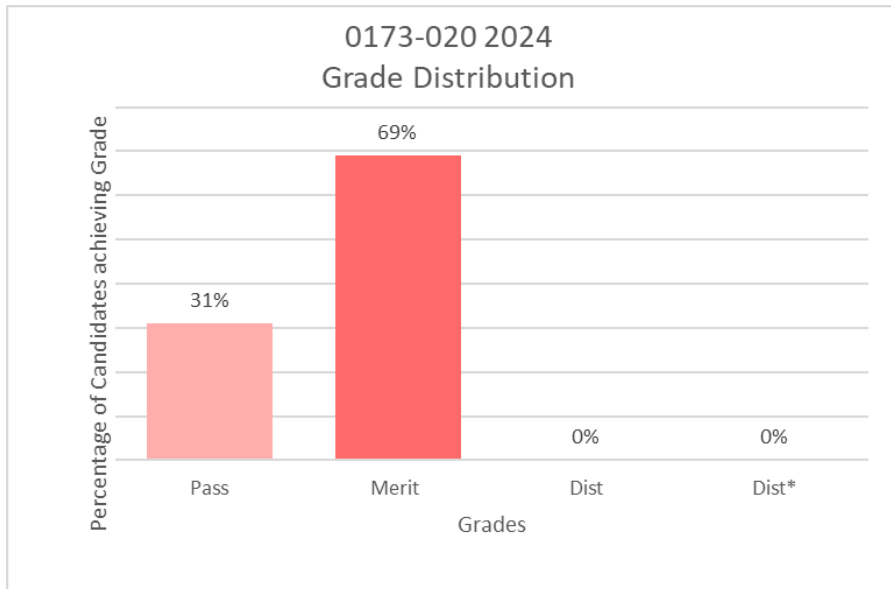
The grade distribution for this qualification is shown below:



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

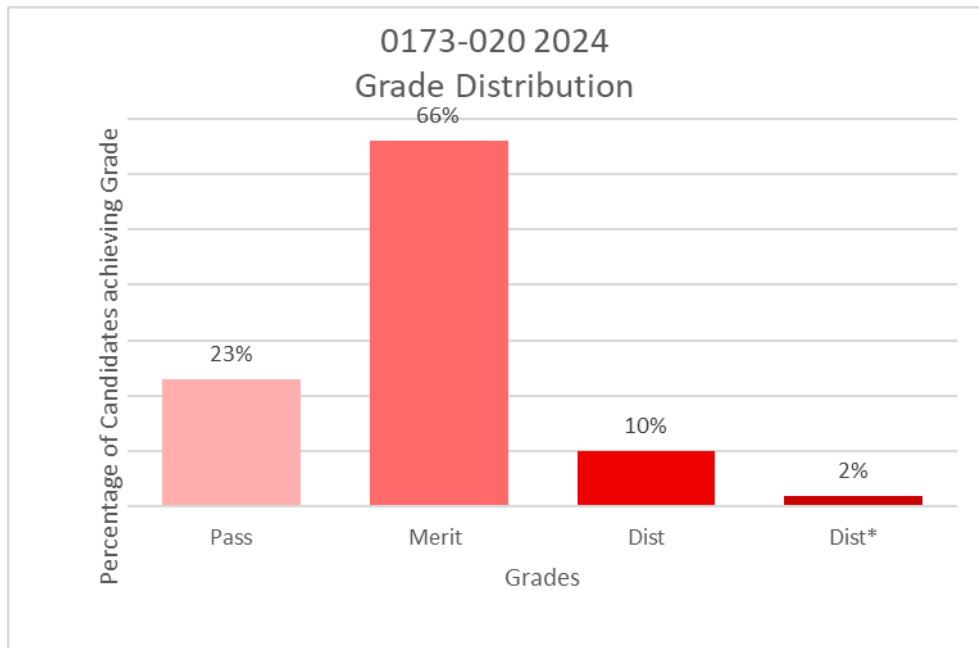
The grade distribution for this qualification is shown below:



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 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

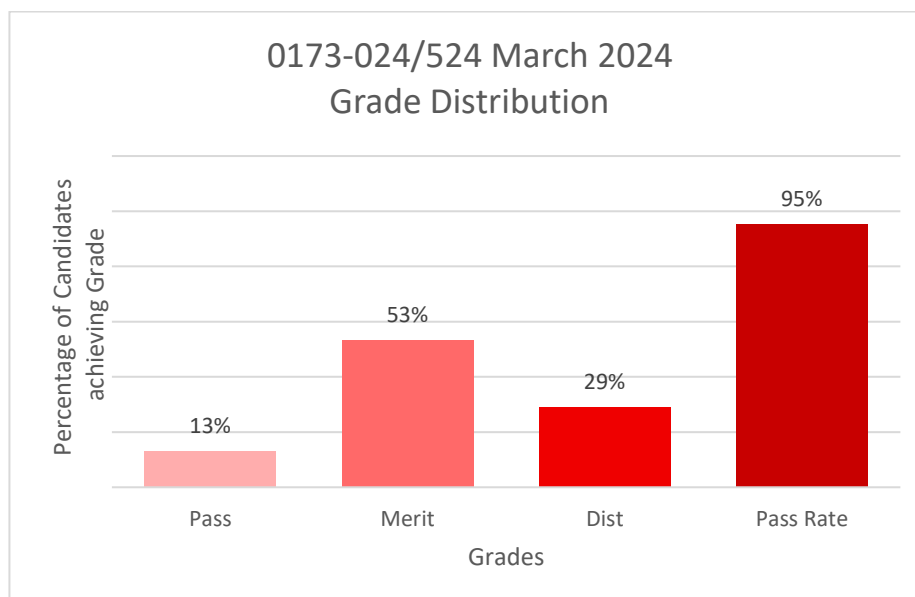
Grade Boundaries

Assessment: **0173-024/524**
Series: **March 2024 (Spring)**

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

Total marks available	50
Pass mark	22
Merit mark	29
Distinction mark	37

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



Grade Boundaries

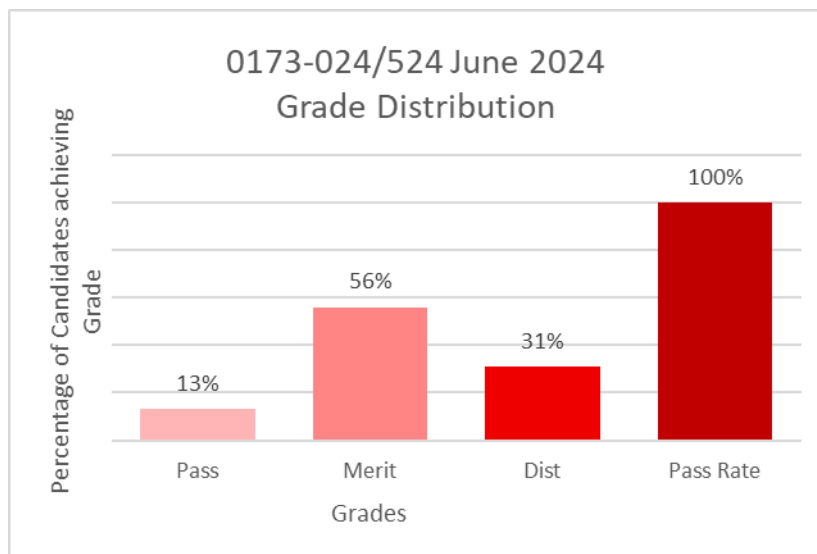
Assessment: **0173-024/524**

Series: **June 2024 (Summer)**

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

Total marks available	50
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

Assessment component: 0173-024/524

Series 1 - March 2024

The paper covered a range of learning outcomes across the mandatory units. The cohort performed reasonably well. Some candidates struggled with questions about job and organisational roles, designations for the protection of habitats, fixings for fencing and construction and pollarding.

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

Candidates performed well across all units, in particular with identifying machinery, construction tools, preventing habitat damage and personal protective equipment, which were all practical topic areas. Candidates tended to struggle with job roles and responsibilities, fixings used in fencing, the time of year to carry out practical habitat management and levels of protection for habitats, flora and fauna.

Questions 43-50 were the applied knowledge questions covering a range of content from across units 202, 203, 204 and 205. Candidates were required to demonstrate their knowledge and understanding of a range of topics in an integrated approach when attempting these questions. Candidate responses showed limited knowledge and understanding of these questions and struggled more on A04 questions than they did on other parts of the exam. Candidates struggled more on habitat management and fencing techniques, tool and machinery choice for these A04 questions. Candidates who achieved higher marks demonstrated evidence of a more consistent understanding of technical terms and engaging with the scenarios provided. The higher-scoring candidates tended to consistently select the correct answer showing their greater understanding of problem-solving using applied knowledge.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:

<https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/environment-countryside-and-conservation/0173-technical-in-land-wildlife-management#tab=information>

Previous papers and examiner reports will also assist centres and candidates to prepare for future examinations. These are available here:

<https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/environment-countryside-and-conservation/0173-technical-in-land-wildlife-management#tab=documents>

Series 2 - June 2024

The paper covered a range of learning outcomes across the mandatory units. The cohort performed reasonably well. Some candidates struggled with questions on legislation, along with the definition of some technical terminology and science-based 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

As in previous examinations, candidates performed well in practical areas such as machinery, estate management, and job roles and responsibilities. Candidates tended to struggle with science-based questions, employment, law/legislation and National Strategy, wood joints and tool identification.

Questions 43-50 were the applied knowledge questions covering a range of content from across all units. Candidates were required to demonstrate their knowledge and understanding from a range of topics in an integrated approach when attempting these questions. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. Overall candidates performed well on the A04 questions but showed areas of weaknesses with regards to fixing on birdboxes and preparation for interview. Candidates who achieved higher marks demonstrated evidence of a more consistent understanding of technical terms. The higher scoring candidates tended to consistently select the correct answer showing their greater understanding of problem solving using applied knowledge.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:

<https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/environment-countryside-and-conservation/0173-technical-in-land-wildlife-management#tab=documents>

Synoptic Assignments

0173-025 Level 2 Land and Wildlife - Synoptic Assignment

Grade Boundaries

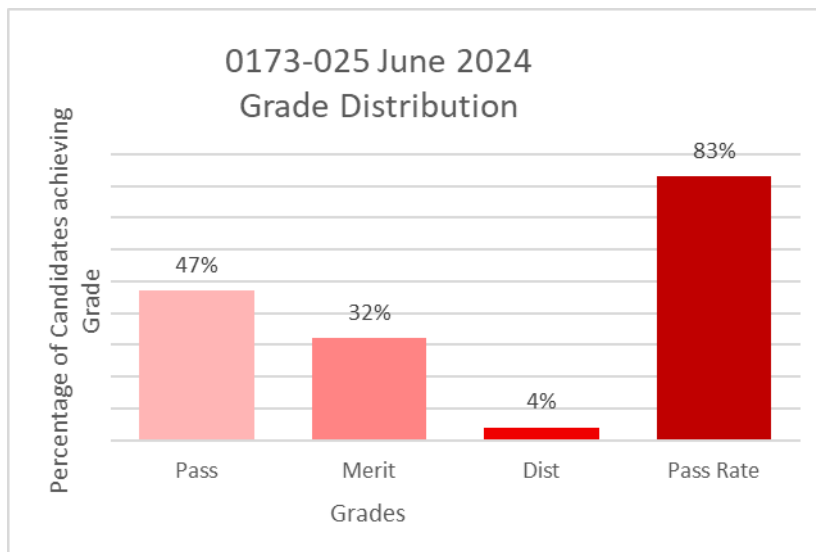
Assessment: 0173-025

Series: 2024

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

Total marks available	60
Pass mark	25
Merit mark	34
Distinction mark	44

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



Principal Moderator Commentary

The assignment centred around a brief where candidates were a general estate worker on an estate which includes farmland, two fishing lakes, a Site of Special Scientific Interest (SSSI) for wildflower meadows, and a pheasant shoot. Candidates are only supposed to see the synoptic brief and not any of the tasks before they research is carried out

Areas of strength

- Fencing repair or construction
- List of tools with justification of use

Areas that proved more challenging

- Cover letter when apply for job

Themes that allowed for differentiation:

The synoptic assignment provided candidates the opportunity to display the breadth and depth of their knowledge. Higher scoring candidates performed well in the practical tasks and used research notes in Task 2 effectively. There were issues where some centres did not provide enough fencing for candidates to adequately demonstrate their fencing ability in all areas of construction.

Task 1

Candidates were required to produce a produce a Curriculum Vitae (CV) and cover letter for one of the three job roles a job on the estate, and to prepare a minimum of six questions that could be asked at interview. Templates could and were used, but some candidates left the instructions on how to use the template on the document. Others did not follow how to set out cover letter, missing out addresses and contact methods.

Task 2

Candidates were required to produce two briefing notes: one on Sites of Special Scientific Interest and the other on the Wildlife and Countryside Act 1981. Research notes were allowed which resulted in better use of English although not all candidates produced comprehensive briefing notes, or described both and therefore marks in AO1,2 & 5 were affected.

Task 3a

Candidates were required to prepare a list of materials and their quantities and a list of tools and equipment with justification for the use of each for maintaining or constructing a fence. This task was due to be completed by candidates before they carried out the task (Task 3b).

Task 3b

Candidates were required to carry out the fencing task as planned in Task 3a. Group work was permitted for this assessment; however each candidate must have sufficient opportunity to show their ability in all aspects of the work.

Practical Observation forms giving detail of what the learner did were of more value however the annotated photos sometimes contradicted the wording on the observation forms. Many centres did not give all candidates enough opportunity to carry out all aspects of the fencing work which was reflected their mark in AO3. The annotated photos gave opportunities for marks in AO 1,2 & 4.

AO1 20% of marks: The tasks allow candidates the opportunity to demonstrate recall of how to apply for jobs, key laws and protected sites this was supported by research notes. Candidates also had the opportunity to demonstrate accurate recall of tools and materials used in fencing and by using annotated photographs.

AO2 20% of marks: The tasks allowed candidates to demonstrate breadth of knowledge, and the level of this seen was fair throughout the cohort, however the depth of understanding and linkage wider concepts varied greatly. Understanding was demonstrated across the tasks, especially with the use of annotated photographs in the practical tasks.

AO3 30% of marks: Most candidates performed well in this assessment, and there was only one practical element, therefore candidates that showed greater practical ability were marked higher. Clear observational comments on the Practical Observational form provided good evidence of candidate's performance, however comments need to be related more specifically to the marking grid. Annotated photographs before during and after the practical task helped back up the PO forms.

AO4 20% of marks: Marks within this assessment objective were demonstrated easily between task 3a & 3b and there was the opportunity for candidates to bring in areas from the wider curriculum. Candidates need to perform consistently well in AO1 and AO2 to gain marks in Band 3 in this assessment objective.

AO5 10% of marks: The tasks in the synoptic assessment allowed a range of opportunities for candidates to demonstrate attention to detail. There was missing information in the cover letter, and CV, miscalculations of materials and a poor standard of workmanship in the fencing task seen, which effected the marks. Some candidates did not complete tasks fully, therefore resulting in the marks being in band 1. Centres need to remember when awarding this assessment objective that it is not just about the effort submitted by the candidate but the quality of the finished product.

0173-026 Level 2 Land and Wildlife (Game) - Synoptic Assignment

Grade Boundaries

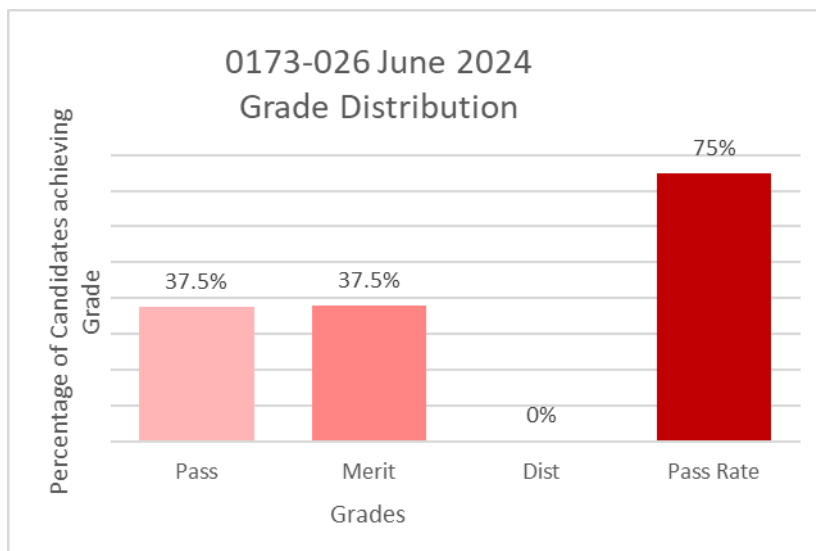
Assessment: 0173-026

Series: 2024

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

Total marks available	60
Pass mark	26
Merit mark	36
Distinction mark	46

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



Principal Moderator Commentary

The assignment brief centred around candidates working as assistant gamekeepers on a sporting estate. They were required to carry out a range of tasks related to investigating restarting a shoot on the estate. Candidates submitted evidence that demonstrated they were well prepared and were able to achieve the tasks set. The tasks were clear and unambiguous; candidates understood what was being asked of them well. On the whole candidates performed well and provided suitable responses to the tasks.

Areas of strength

- Inspecting the shoot day equipment
- Legally setting a snare or trap
- Demonstrating safe use and shooting with a shotgun

Areas that proved more challenging

- Production of a fact sheet, mostly due to not completing all the subheadings required

Themes that allowed for differentiation:

The synoptic assignment gave candidates the opportunity to display breadth and depth of their knowledge. Higher achieving candidates provided in depth justifications and the use of technical terms in their tasks was good, whereas the lower achieving candidates showed some recall with a basic use of terminology.

Task 1

Candidates were required to produce an A4 fact sheet for an avian quarry species found on a local estate to inform the new syndicate members. Mandatory content included identification features, information on open seasons, habitat use, and the monthly life cycles over a one-year period. Some candidates did not refer to the mandatory content therefore losing marks.

Task 2a

Candidates were required to create a list of what is required for a shoot day and a brief report on the current condition of the estates shooting equipment. Some of the equipment included in this report was meant to have some damage/ some things wrong them to test recall and understanding.

Task 2b

Candidates were required to eg out a new drive and explain the location of the pegs although a PO was used, annotated photos of the drive were also submitted.

Task 3

Candidates were required to set either a trap/snare directed by the tutor to prove the trap/snare is set in a manner that is legal and fit for purpose. A PO form was used to collect evidence of competency

Task 4

Candidates were required to demonstrate how to safely remove the shotgun from a slip, check and record the working condition of the shotgun, safely cross an obstacle alone, safely load the shotgun and shoot at 10 incoming clays and to safely replace the shotgun into the slip. A PO was used to collect evidence of competency.

AO1 20% of marks: Candidates had the opportunity to demonstrate recall of knowledge throughout all three tasks. Higher marks were achieved when candidates were able to use technical language appropriate to the industry.

AO2 20% of marks: All 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 fully engage with the requirements of the tasks

AO3 30% of marks: There are practical elements in 3 of the 5 tasks and this provides opportunities to achieve marks in all of the AOs. Most candidates demonstrated good performance in this assessment objective, with candidates correctly and safely using a shotgun, and by providing links to the wider curriculum and AO4.

AO4 20% of marks: Candidates who had developed a wider knowledge of the skills required by a gamekeeper were able to score highly in this assessment objective. Candidates need to perform consistently well in AO1 and AO2 to gain marks in band 3 in this assessment objective.

AO5 10% of marks: The tasks in the synoptic assessment allowed candidates a range of opportunities to demonstrate attention to detail. Learners that demonstrated safe use of a shot gun were able to gain marks in this assessment objective. Centres need to remember when awarding this assessment objective that it is not just about the effort submitted by the candidate but the quality of the finished product. If part of a task requirement was missing from the evidence provided and not attempted this should restrict the mark to band 1. 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.

Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and clearly showed the quality of the candidate's performance across all AO's within the practical tasks. This written Practical Observation (PO) Form evidence is the **key** evidence required for moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail and/or were providing feedback on understanding/skills in incorrect boxes on the PO form. Some centres did not always link the tutor feedback to the bandings in the assessment objective marking grid or provide detail on areas for improvement within each assessment objective. Focusing on the quality and clarity of the tutor written feedback is essential moving forward.

There were a number of occurrences where the overall marks on the Candidate Record Form (CRF) had been added up incorrectly. There were also occasions where candidate evidence was missing from the moderation portal or signatures were missing from candidate declaration forms, and a smaller number of occurrences where declaration forms were not uploaded to the moderation portal. Care should be taken to ensure these administrative aspects are correct when marking and uploading to the moderation portal.

Where there is more than one marker within the qualification, centres should ensure that the evidence that is uploaded for each candidate is in the same detail and is consistent across the cohort. A small number of centres uploaded tutor written evidence on the POF and CRF that varied in detail across assessors. A consistent standardised approach between markers will enable the moderation process to be undertaken without hindrance.

Where tutor and candidate evidence is uploaded in a handwritten format, care should be taken to ensure all evidence is fully legible and that both sides of the paper/evidence are scanned. It is best practice to word process evidence.

Overall, the majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence for each candidate as **one** document.

- Signed and dated declaration of authenticity.

- Detailed CRF (one completed for the entire assessment). AO3 written feedback on the CRF which summarises the quality of the practical performance.
- Detailed POF's or centre produced equivalent which focuses on the quality of candidate performance across the different AO's. These can be separate for different tasks or brought together on one form.
- Candidate written work. Tutor annotations on written work are beneficial for moderation purposes.

0173-027 Level 2 Land and Wildlife (Fisheries) - Synoptic Assignment

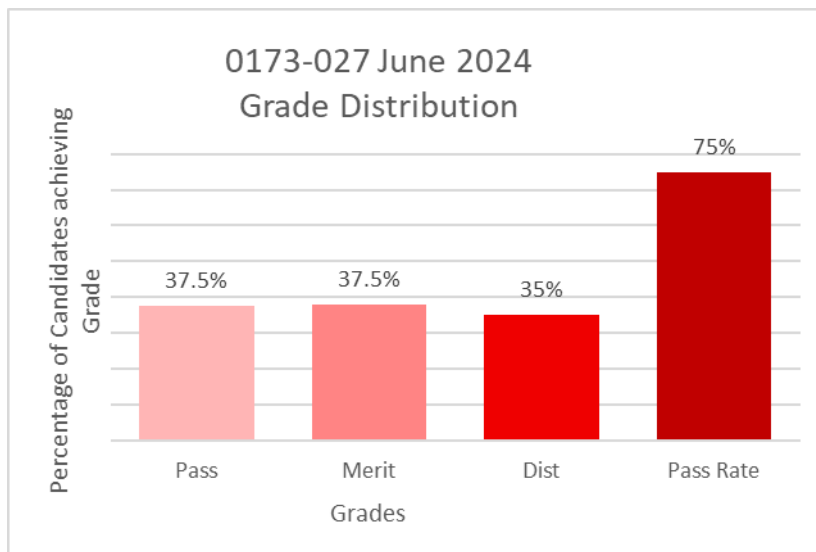
Grade Boundaries

Assessment: 0173-027
Series: 2024

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	43

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



Principal Moderator Commentary

The assignment brief centred around candidates working as fishery technicians who have been tasked with providing information on angling to a local non-profit organisation. The assignment included a range of tasks on fish species and associated angling methods that can be used by newcomers to the sport. Candidates performed well in the assessment on the whole however on occasion, some sections of tasks were missed which resulted in lower marks.

Areas of strength

- Practical estate work
- Constructing a terminal rig

Areas that proved more challenging

- Risk assessments.
- Fish posters
- Planning for a demonstration
- Responsibility of anglers (mostly due to not completing all the headings required)

Themes that allowed for differentiation

The synoptic assignment provided candidates the opportunity to display the breadth and depth of their knowledge. Higher scoring candidates provided full justifications and good use of technical terms in their tasks, whereas the lower scoring candidates could only demonstrate recall with a basic use of terminology. This was particularly seen in the written tasks.

Task 1

Candidates were required to produce two fact sheets (one for a game species and another for a coarse species). Information that must be displayed on each fact sheet was specified including: Common and Latin names, the function of external features, key identification features, life cycle, and angling methods and typical locations within the water body. Candidates did not always refer to all of the specific information, resulted in marks being missed.

Task 2a

Candidates were required to plan a demonstration of either coarse or game angling skills. In the plan they were required to include a list of tackle selected and reasoning for each item, and a plan detailing each stage of the demonstration. Plans were not always detailed and were difficult to follow them independently.

Task 2b

Candidates were required to deliver the demonstration planned in task 2a. Candidates generally performed well in this task and carried out the demonstration without the use of the plan from task 2b.

Task 3

Candidates were required to produce a report that explains the responsibilities of coarse and game anglers in the UK and to explain why close seasons are in place. Subheadings were provided to guide candidates however these were not always used, and reports did not flow. The quality of the work differed dramatically between those that did and did not report under the guided headings.

Task 4

Candidates were required to select appropriate hand tools and assist in maintaining a peg to allow either coarse or game angling to take place. This was another practical assessment, and candidates were required to complete a risk assessment.

AO1 20% of marks: Candidates had the opportunity to demonstrate recall of knowledge throughout all tasks in this assignment. Higher marks were achieved when candidates correctly used technical language. Recall was also demonstrated through the completion of risk assessments, fish and fishing methods, responsibility of anglers and all practical work. Where candidates did not meet the brief of the task, candidates achieved lower marks.

AO2 20% of marks: All tasks allowed candidates to provide evidence that demonstrated understanding of concepts, theories and processes relating to the fishery industry. Tool selection and use, rationale for use of codes of practice, fish behaviour and explanations on the effectiveness of terminal rigs all help candidates to demonstrate understanding in this assessment objective.

AO3 25% of marks: All tasks gave candidates the opportunity to demonstrate practical ability of tasks which are carried out within the fisheries industry. The tasks provided candidates the opportunity to demonstrate the range and depth of their skills. Candidates performed well in practical tasks in this assessment gained higher marks.

AO4 20% of marks: The synoptic assessment brief and tasks provided candidates the opportunity to demonstrate holistic knowledge and understanding from across the wider curriculum and provide evidence this assessment objective. Candidates need to perform consistently well in AO1 and AO2 to achieve higher marks in this assessment objective.

AO5 15% of marks: The tasks in the synoptic assessment allowed candidates a range of opportunities to show attention to detail. In multiple tasks, a guidance list was provided to ensure that candidates covered all elements of the task, however these were not always used. Centres must ensure that when marking this assessment objective, that it is not just about the effort submitted by the candidate but the quality of the finished product. If part of a task requirement is missing from the evidence provided or not attempted this will restrict marks available.

Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and clearly showed the quality of the candidate's performance across all AO's within the practical tasks. This written Practical Observation (PO) Form evidence is the **key** evidence required for moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail and/or were providing feedback on understanding/skills in incorrect boxes on the PO form. Some centres did not always link the tutor feedback to the bandings in the assessment objective marking grid or provide detail on areas for improvement within each assessment objective. Focusing on the quality and clarity of the tutor written feedback is essential moving forward.

There were a number of occurrences where the overall marks on the Candidate Record Form (CRF) had been added up incorrectly. There were also occasions where candidate evidence was missing from the moderation portal or signatures were missing from candidate declaration forms, and a smaller number of occurrences where declaration forms were not uploaded to the moderation portal. Care should be taken to ensure these administrative aspects are correct when marking and uploading to the moderation portal.

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Overall, the majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence for each candidate as **one** document.

- Signed and dated declaration of authenticity.
- Detailed CRF (one completed for the entire assessment). AO3 written feedback on the CRF which summarises the quality of the practical performance.
- Detailed POF's or centre produced equivalent which focuses on the quality of candidate performance across the different AO's. These can be separate for different tasks or brought together on one form.
- Candidate written work. Tutor annotations on written work are beneficial for moderation purposes.

0173-028 Level Land and Wildlife (Countryside Conservation) - Synoptic Assignment

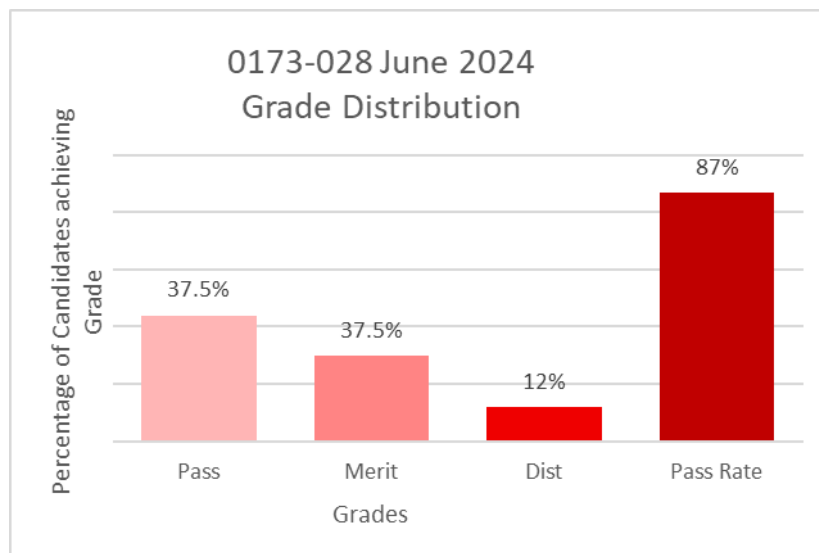
Grade Boundaries

Assessment: 0173-028
Series: 2024

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

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

The assignment brief centred around candidates working as assistant rangers in a Wetland Centre. Their work responsibilities included surveying fauna species and supporting visitors when at the site. Candidates presented assignments which demonstrated that they had some knowledge and understanding to achieve the tasks set. Some of the evidence submitted was brief and only contained basic information. Although there was the opportunity to link all three tasks holistically, candidates tended to respond to each task individually, however responses were not always linked back to the task brief.

Areas of strength

- Use of technology when surveying vertebrate species

Areas that proved more challenging

- Report writing for surveys
- Guided walk planning

Themes that allowed for differentiation

The synoptic assignment gave candidates the opportunity to display the breadth and depth of their knowledge. Higher scoring candidates performed well in the practical aspects of tasks, used research notes in task 2, and produced good information when planning the guided walk.

Some centres chose sites where the wrong sample method was used, eg kick samples in lakes and ponds, even when plans stated the need for flowing water, this impacted candidates' overall performance.

Task 1a

Candidates were required to plan and carry out two surveys to identify invertebrate species at a wetland site, the task specified that the surveys must include one pond dipping survey and one kick sample survey. The sites were to be specified by tutors. Although the surveys type was specified, on the whole plans were poor on how to carry out the surveys.

Task 1b

Candidates were required to produce a report to present, explain and compare the results from Task 1a. The reports were to include a comparison of the results from the two waterbodies surveyed. Candidates tended to submit rough field notes and formal tables which included Latin names. Graphs were often untiled with some superficial comparisons made.

Task 1c

Candidates were required to produce a briefing note to describe the use of technology when surveying vertebrate species. The detail and range of technologies showed differentiation between high and lower scoring candidates.

Task 2

Candidates were required to write a report which discusses threats to UK native fauna species within wetland areas and covers a range of conservation strategies to protect wildlife. The detail and discussions in these reports also showed differentiation between high and lower scoring candidates.

Task 3

Candidates were required to produce a plan to provide a guided walk around one of the survey sites from Task 1. The plan needed to include a risk assessment, annotated map and script for the guided walk. Candidates did not always link to the survey location in Task 1 thus impacting accessing AO4 marks.

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 aligns.

AO1 20% of marks: Candidates had the opportunity to demonstrate recall of knowledge throughout all three tasks. Higher marks were achieved when candidates used appropriate technical language, when they demonstrated knowledge on surveys including analysis of results, and when planning the guided walk.

AO2 20% of marks: All tasks gave candidates the opportunity to demonstrate that they understood concepts, theories and processes relating to the countryside industry. Candidates that achieved higher marks were able to execute the surveys effectively and accurately understand results. They could make connections between the site surveyed and methods used and use that information appropriately in the planning of the guided walk task in addition to demonstrating how new technology can help invertebrate surveys.

AO3 25% of marks: Tasks 1 provided candidates the opportunity to demonstrate the practical skills in a task that is frequently carried out in the field by a countryside worker. The surveys provided candidates the chance to compare freshwater invertebrate species and to see how they cope with still and moving water habitats. Candidates that responded well to all of the practical skills in this assessment achieved overall higher marks in the assessment.

AO4 20% of marks: 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 candidates the opportunity to evidence this assessment objective. Candidates needed to perform consistently well in AO1 and AO2 to gain marks in band 3 in this assessment objective.

AO5 15% of marks: The tasks in the synoptic assessment allowed a range of opportunities for the candidate to demonstrate attention to detail. Centres need to remember that when awarding this assessment objective, that it is not just about the effort submitted by the candidate but the quality of the finished product. If any of the task requirements are not met, marks could be limited to band 1.

Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and clearly showed the quality of the candidate's performance across all AO's within the practical tasks. This written Practical Observation (PO) Form evidence is the **key** evidence required for moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail and/or were providing feedback on understanding/skills in incorrect boxes on the PO form. Some centres did not always link the tutor feedback to the bandings in the assessment objective marking grid or provide detail on areas for improvement within each assessment objective. Focusing on the quality and clarity of the tutor written feedback is essential moving forward.

There were several occurrences where the overall marks on the Candidate Record Form (CRF) had been added up incorrectly. There were also occasions where candidate evidence was missing from the moderation portal or signatures were missing from candidate declaration forms, and a smaller number of occurrences where declaration forms were not uploaded to the moderation portal. Care should be taken to ensure these administrative aspects are correct when marking and uploading to the moderation portal.

Where there is more than one marker within the qualification, centres should ensure that the evidence that is uploaded for each candidate is in the same detail and is consistent across the cohort. A small number of centres uploaded tutor written evidence on the POF and CRF that varied in detail across assessors. A consistent standardised approach between markers will enable the moderation process to be undertaken without hindrance.

Where tutor and candidate evidence is uploaded in a handwritten format, care should be taken to ensure all evidence is fully legible and that both sides of the paper/evidence are scanned. It is best practice to word process evidence.

Overall, the majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence for each candidate as **one** document.

- Signed and dated declaration of authenticity.
- Detailed CRF (one completed for the entire assessment). AO3 written feedback on the CRF which summarises the quality of the practical performance.
- Detailed POF's or centre produced equivalent which focuses on the quality of candidate performance across the different AO's. These can be separate for different tasks or brought together on one form.
- Candidate written work. Tutor annotations on written work are beneficial for moderation purposes.