

Level 3 Advanced Technical Certificate in Land and Wildlife Management (360) (0173-30)

2019

Qualification Report

Contents

Introduction	3
Qualification Grade Distribution.....	4
Theory Exam.....	5
Grade Boundaries.....	5
Chief Examiner Commentary.....	8
Synoptic Assignment.....	9
Grade Boundaries.....	9
Principal Moderator Commentary.....	10

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.

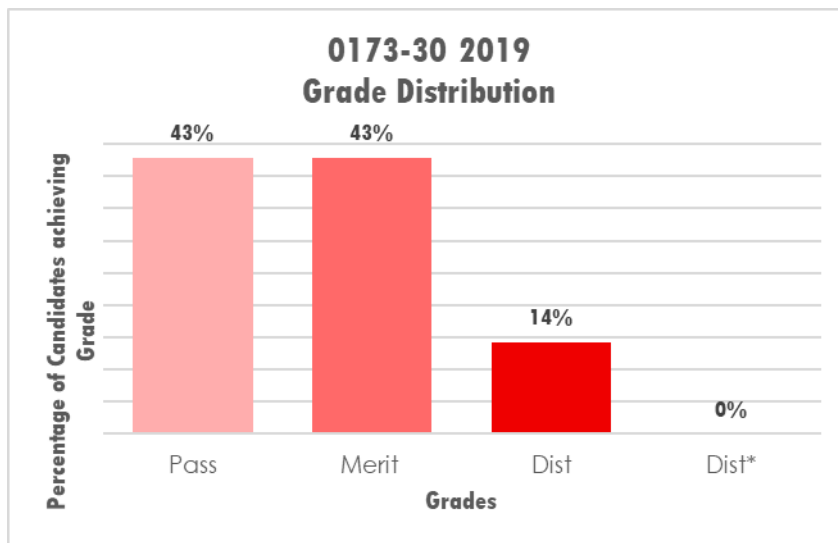
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments 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:

- 0173-501/001 Land and Wildlife Management – Theory Exam.
 - March 2019 (Spring)
 - June 2019 (Summer)
- 0173-002 Land and Wildlife Management – 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

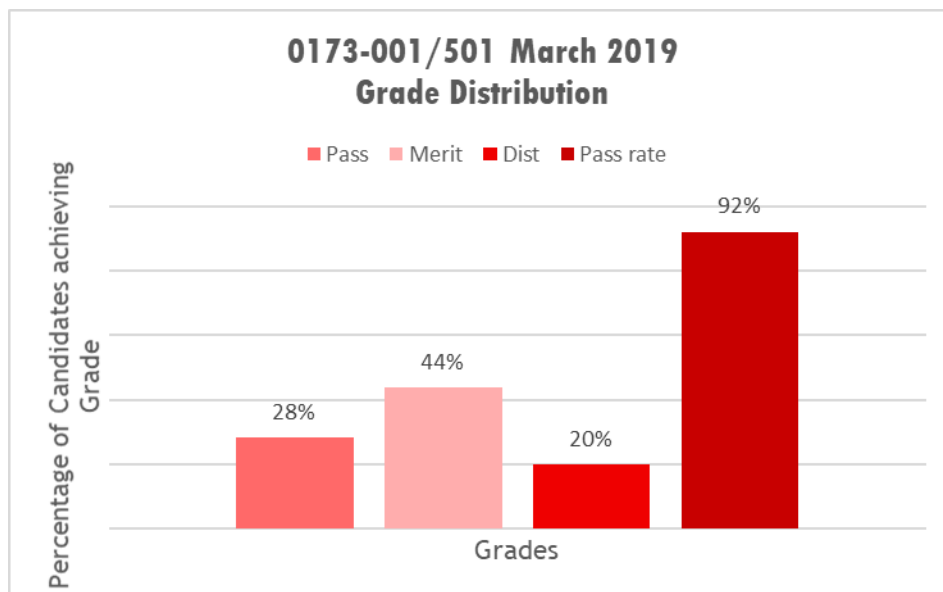
Grade Boundaries

Assessment: **0173-501/001**
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	35
Distinction mark	45

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

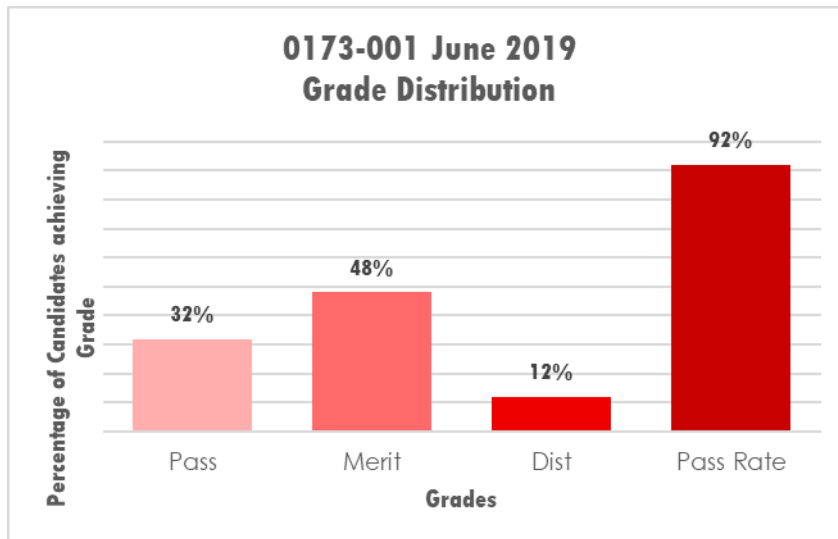


Assessment: **0173-001**
Series: **June 2019 (Summer)**

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

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

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

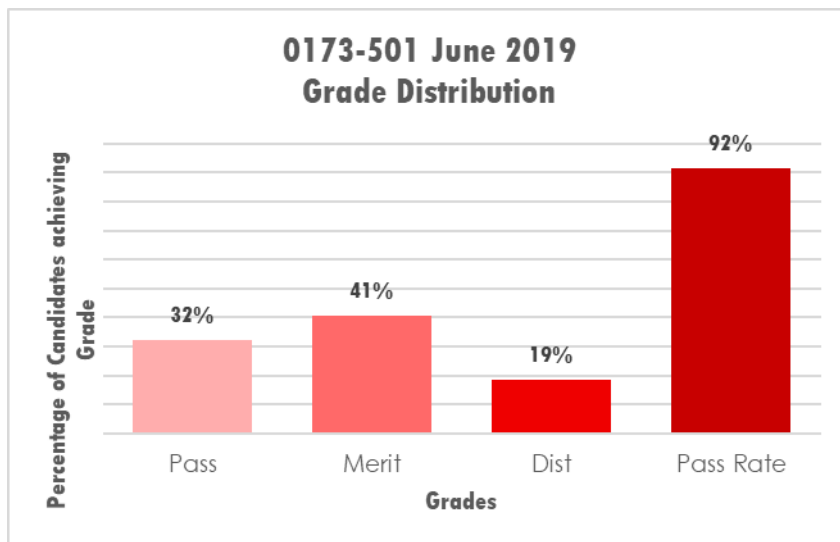


Assessment: **0173-501**
Series: **June 2019 (Summer)**

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

Total marks available	50
Pass mark	21
Merit mark	28
Distinction mark	35

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



Chief Examiner Commentary

0173-501/001 Land and Wildlife Management - Theory exam

Series 1 – March 2019

Well balanced paper which allowed differentiation between knowledge and understanding levels of learners. Most questions were attempted by candidates with questions about evolutions being mostly left unanswered. The practical based questions provided the core marks for those candidates that scored lower marks where candidates could talk in general terms. Conservation strategies both internal and international were poorly understood.

The command words were not clearly understood by many with detailed answers often given for list and recall questions. Questions which required explanations or justifications were not always fully developed.

The stretch and challenge final question allowed a wide range of considerations and allowed candidates to demonstrate their breadth of knowledge and understanding of the issue. Many did not use the available space to expand their answers whilst some took full advantage and wrote several pages with good discussion of the various choices that could be made.

Series 2 – June 2019

The paper- based version was adjusted to 50 marks to ensure that standards were maintained.

This meant the two versions were awarded separately and as a result have different grade boundaries.

Overall both papers were well balanced and provided all candidates with the opportunity to demonstrate their level of knowledge and understanding. The majority of questions were attempted by all candidates.

Some candidates had difficulty answering questions relating to population dynamics, surveys, ecology and conservation. Many candidates struggled with the calculation question.

Candidates who scored higher marks were able to demonstrate their application of knowledge accurately, particularly in questions requiring explanation, such as factors that have impacted on Badger populations in England, the impact of non-native species on UK native species and factors that affect population dynamics of UK species.

Some candidates consistently applied the correct command words, providing lists, descriptions and explanations where required. Other candidates interchanged the word explain with describe and list, leading to answers that did not provide sufficient depth.

The final integrated question enabled candidates to suggest a wide range of considerations, demonstrating the depth and breadth of their knowledge and understanding of the scenario posed. Some candidates attempted to expand their answers and used the space provided, this resulted in good discussion points. However some candidates simply described the method of how to cut the vegetation with different machinery, which led to answers that did not fully address the scenario provided.

Synoptic Assignment

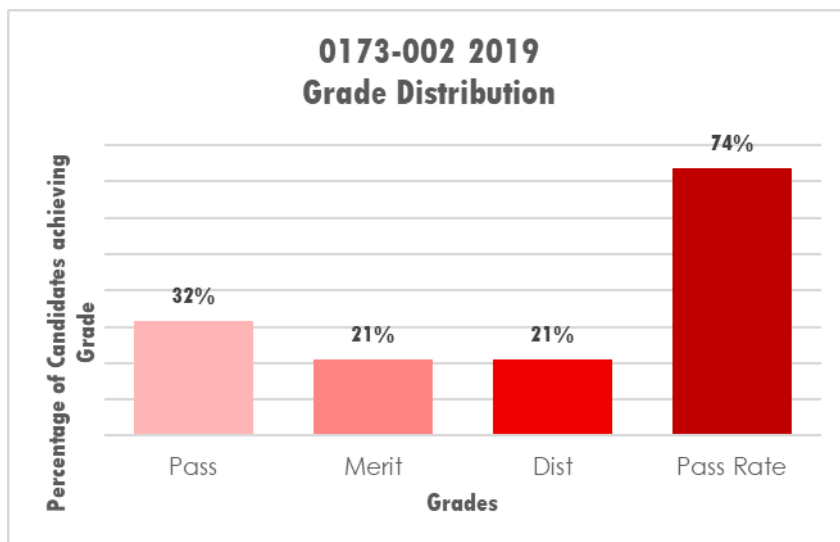
Grade Boundaries

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

Assessment: **0173-002**
Series: **2019**

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:



Principal Moderator Commentary

AO1 20% of marks;- Recall on species identification varied as expected but choosing the correct resources to carry out surveys was excellent in most cases where a specific survey method was used. The methods of improving a species population was not always well -understood. How to complete a risk assessment still requires more practice. Pre-start checks on machinery and tools was generally good. Description of use was also good.

AO2 20% of marks;- The breadth of knowledge was good but the depth of understanding and linking wider concepts varied greatly. This was demonstrated in the write up of the survey results and the choice of species to improve its population. Where the centres carried out the habitat improvement on the survey site, greater understanding of concepts were shown.

AO3 30% of marks;- Centres seemed to put greater emphasis on the habitat practical than the survey, and although some photos were in evidence the marks awarded relied on concise PO reports with detail of what was actually done by the learner as well as how well they did it. Where this was provided moderation was made simpler.

AO4 20% of marks;- The tasks when viewed holistically allowed for clear links between them as well as wider concepts from the taught curriculum. Higher marks were awarded when these links were explained as were marks in AO2

AO5 10% of marks;- formatting problems in reports no titles on images and those not in colour all impact on marks awarded as well as incomplete risk assessments or failure to complete the task fully.