

# **Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (720) (0173-32)**

**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:

## Year 1

- All pathways (Countryside, Fisheries):
  - 0173-501/001 Land and Wildlife Management – Theory Exam.
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0173-002 Land and Wildlife Management – Synoptic Assignment

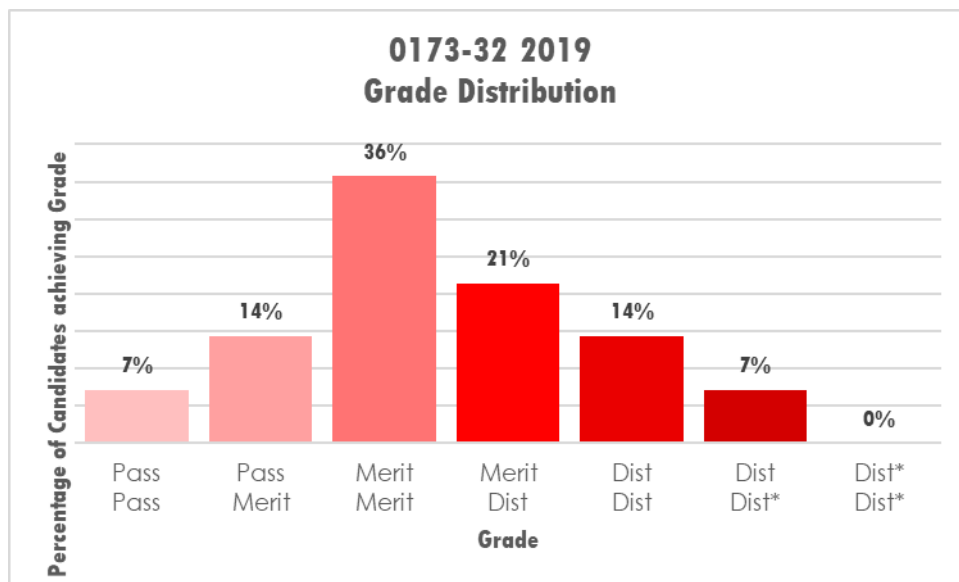
## Year 2

- Countryside
  - 0173-505/005 Land and Wildlife Management (Countryside) – Theory Exam.
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0173-006 Land and Wildlife Management (Countryside) – Synoptic Assignment
- Fisheries
  - 0173-507/007 Land and Wildlife Management (Fisheries) – Theory exam
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0173-008 Land and Wildlife Management (Fisheries) – Synoptic Assignment

# Qualification Grade Distribution

## 0173-32 Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (720) - Countryside

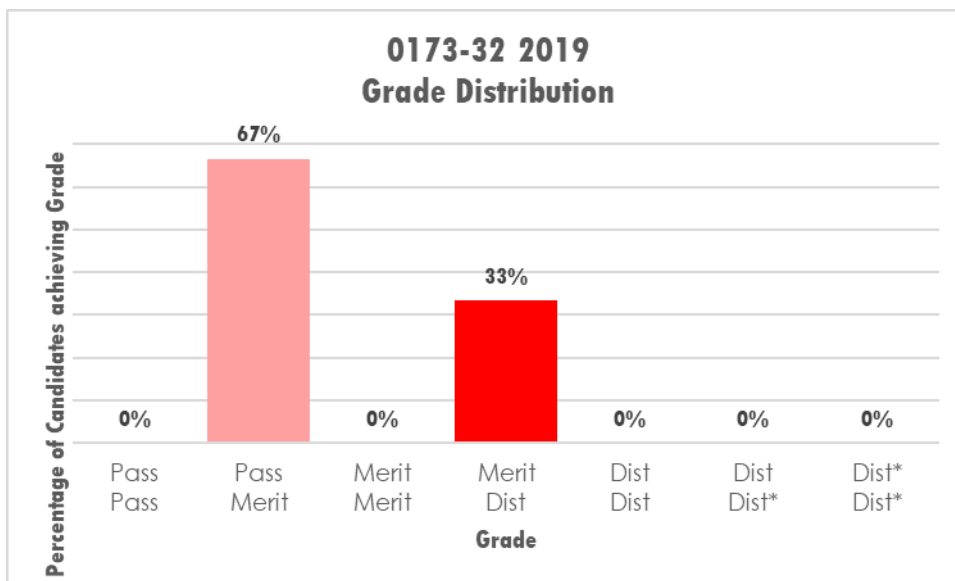
The grade distribution for this qualification is shown below:



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.

## 0173-32 Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (720) - 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.

# Theory Exams – Year 1

## 0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (720) – All pathways

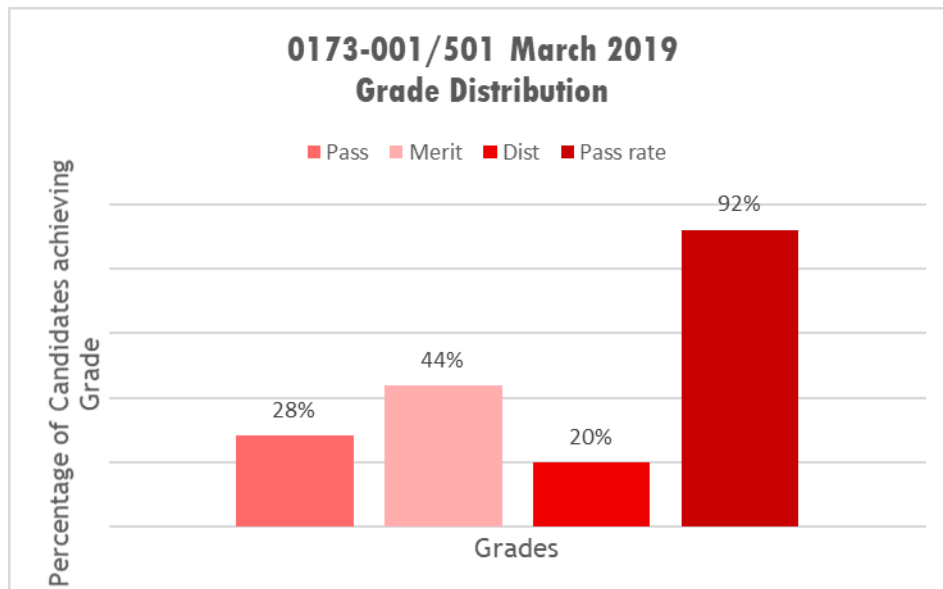
### Grade Boundaries

Assessment: **0173-501/001**  
Series: **March 2019 (Spring)**

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

<b>Total marks available</b>	<b>60</b>
Pass mark	26
Merit mark	35
Distinction mark	45

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

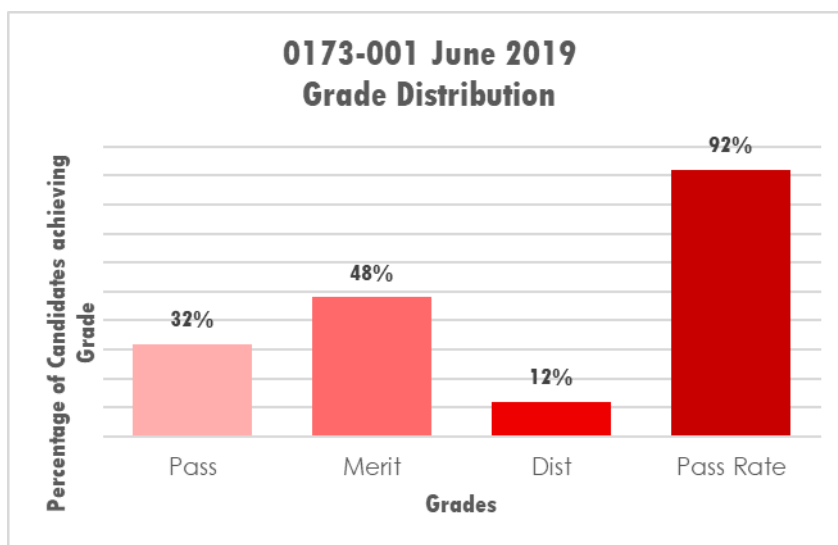


Assessment: **0173-001**  
Series: **June 2019 (Summer)**

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

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	34
Distinction mark	44

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

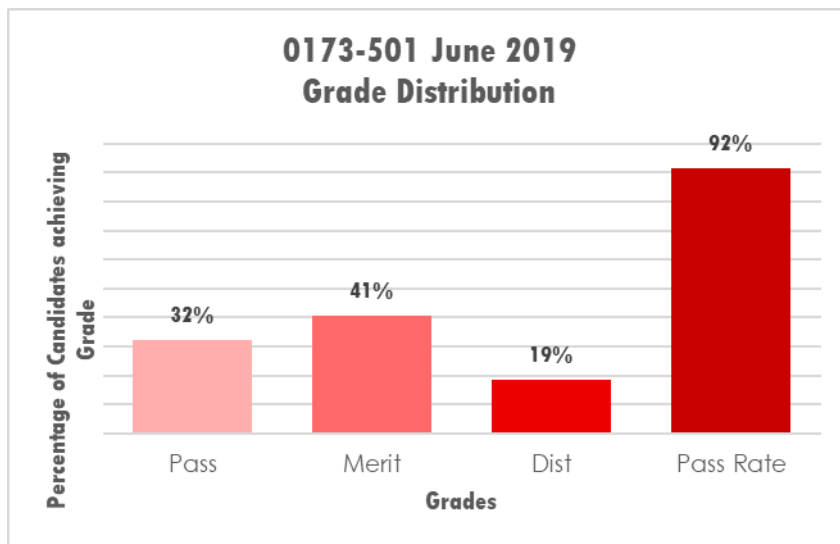


Assessment: **0173-501**  
Series: **June 2019 (Summer)**

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

<b>Total marks available</b>	<b>50</b>
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.

# Theory Exams – Year 2

## 0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (720) – Countryside

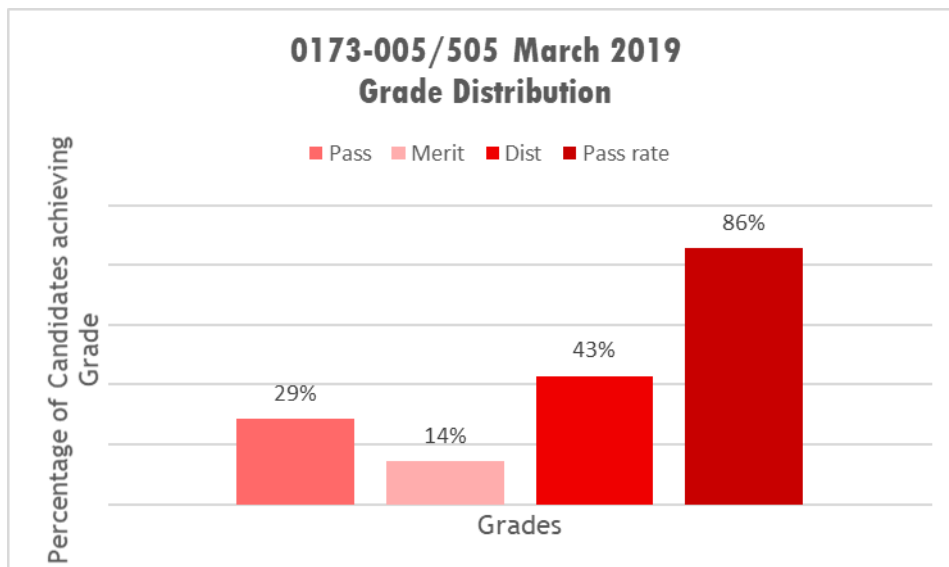
### Grade Boundaries

Assessment: **0173-505/005**  
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>40</b>
Pass mark	21
Merit mark	25
Distinction mark	29

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

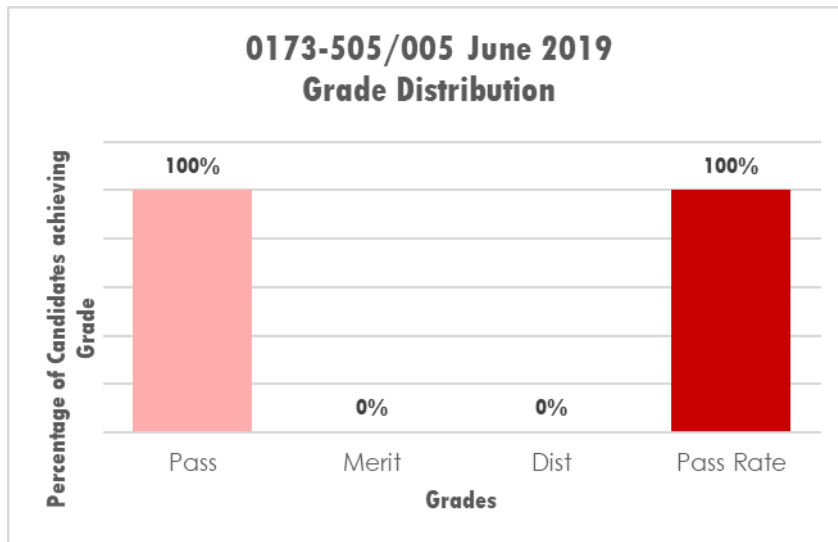


Assessment: **0173-505/005**  
Series: **June 2019 (Summer)**

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

<b>Total marks available</b>	<b>40</b>
Pass mark	19
Merit mark	23
Distinction mark	28

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



# Chief Examiner Commentary

## 0173-505/005 Land and Wildlife Management - Theory exam

### Series 1 – March 2019

Overall the paper was well balanced and provided all candidates with the opportunity to demonstrate their level of knowledge and understanding.

Candidates who scored higher marks were able to demonstrate their application of knowledge accurately, particularly in questions relating to explaining factors that have caused an increase in recreational demand.

The majority of candidates applied the correct command words, providing lists, descriptions and explanations, although in some instances candidates interchanged the word explain with describe, 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. The majority of candidates attempted to expand their answers and used the space provided, this resulted in good discussion points and considerations being proposed. However, in a minority of answers candidates simply described activities that could be held within a woodland fun day, leading to answer that did not fully address the scenario provided.

### Series 2 – June 2019

Overall the paper was well balanced and provided all candidates with the opportunity to demonstrate their level of knowledge and understanding. All of the questions were attempted by all candidates.

Candidates who scored higher marks were able to demonstrate their application of knowledge accurately, particularly in questions relating to countryside recreation.

The majority of candidates applied the correct command words, providing lists, descriptions and explanations, although in some instances candidates interchanged the word explain with describe, leading to responses that did not provide in depth answers.

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. Most candidates attempted to expand their answers and used the space provided, this resulted in good discussion points and considerations being proposed.

# 0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (720) – Fisheries

## Grade Boundaries

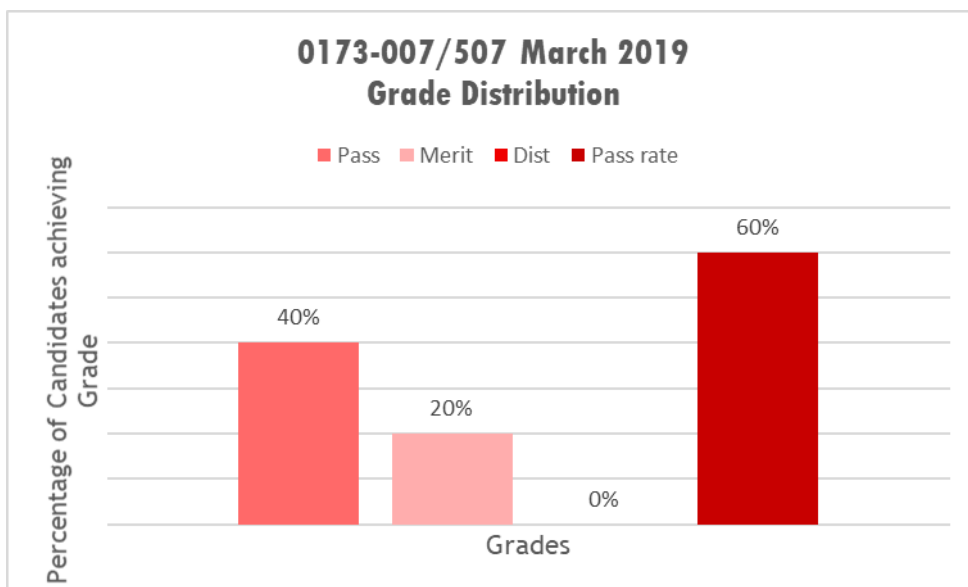
Assessment: **0173-507/007**

Series: **March 2019**

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

<b>Total marks available</b>	<b>40</b>
Pass mark	20
Merit mark	24
Distinction mark	28

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

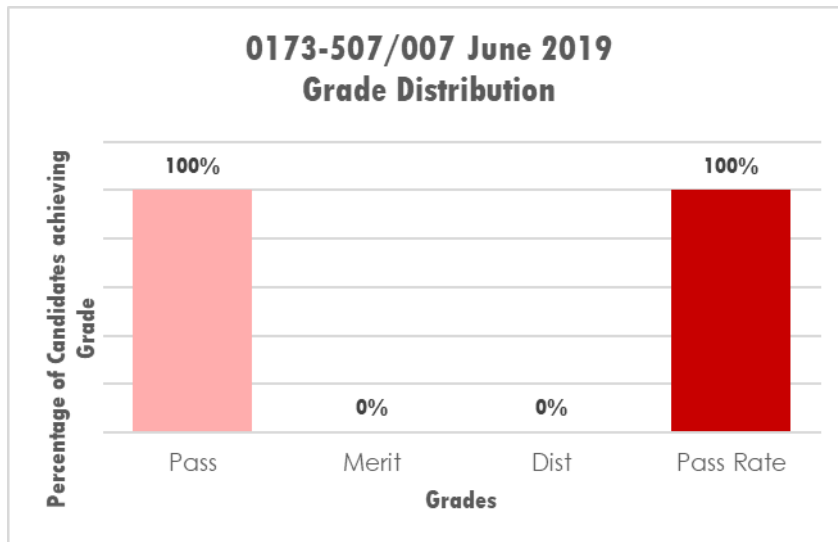


Assessment: **0173-507/007**  
Series: **June 2019 (Summer)**

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

<b>Total marks available</b>	<b>40</b>
Pass mark	18
Merit mark	23
Distinction mark	28

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



# **Chief Examiner Commentary**

## **0173-507/007 Land and Wildlife Management - Theory exam**

### **Series 1 – March 2019**

This examination had a low number of entries and was sat for the first time. The questions were accessible to all candidates and all questions were attempted by candidates. Questions 2a and 2b proved more challenging and candidates struggled to provide valid definitions. Question 5 also proved challenging and some candidates misinterpreted this question.

For the extended response questions some candidates provided structured responses. Candidates are advised to read questions carefully to ensure that they understand what is being asked and to provide detailed responses and justification where appropriate in their extended responses.

### **Series 2 – June 2019**

The paper provided the candidates with good opportunity to present knowledge on a range of topics.

The extended response question provided the opportunity to express a detailed understanding of the scenario and related topics. weaker responses focused on one specific area and did not link into other areas.

# Synoptic Assignments – Year 1

## 0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (720) – All pathways

### Grade Boundaries

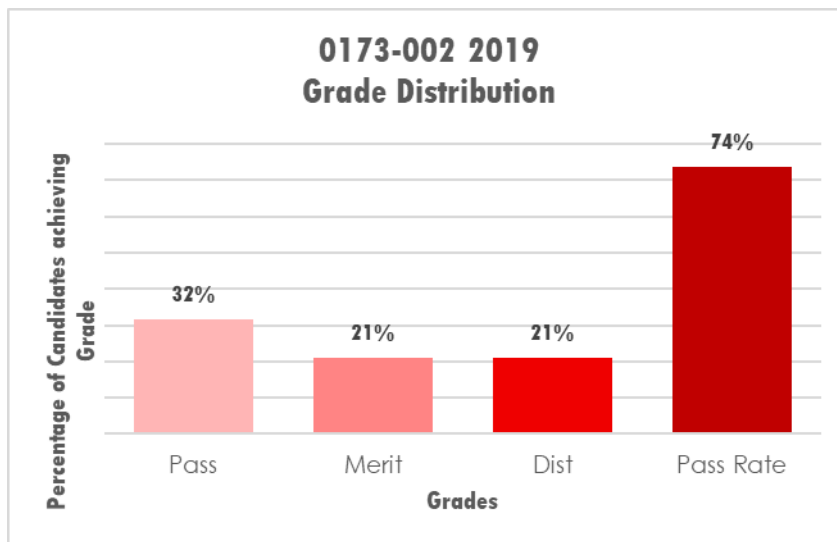
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: **0173-002**

Series: **2019**

<b>Total marks available</b>	<b>60</b>
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 even with extensive research 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 to 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.

# Synoptic Assignments – Year 2

## 0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (720) – Countryside

### Grade Boundaries

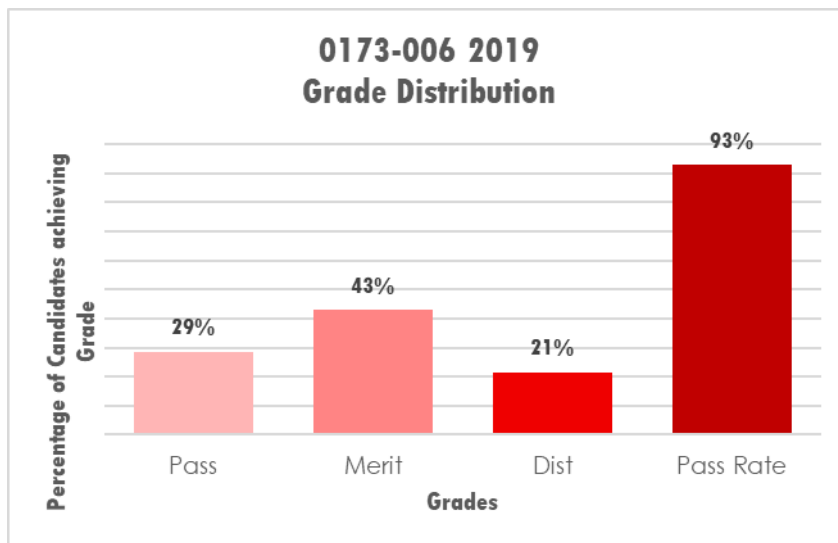
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: **0173-006**

Series: **2019**

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

The assessment covered a wide variety of outcomes from the units being assessed and allowed each candidate to draw on their wider knowledge of woodland and countryside management and recreation to respond to the tasks set.

AO1 20% Recall of hazards, risks and controls for two tasks with greater detail than generic comments showed better recall. Woodland management techniques for invasive species removal and Glade creation. Drawing writing specifications was important along with knowing how to install the structure and why that one was the best option.

AO2 25% Justifications on choices made showed better understanding as did links between tasks. Actual likely numbers attending recreation events within a site and interaction between events to reach the target numbers was important, but most just listed events and made up numbers even though it was a theoretical exercise and many large- scale events could have been explained.

AO3 25% Just the one practical on cutting vegetation with some centres showing pictures of work which was optional. PO forms generally lacked description of what was achieved but used stock phrases such as 'works safely' or 'working to standard' but not explaining how or why.

AO4 15% 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 15 % 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.

# 0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (720) – Fisheries

## Grade Boundaries

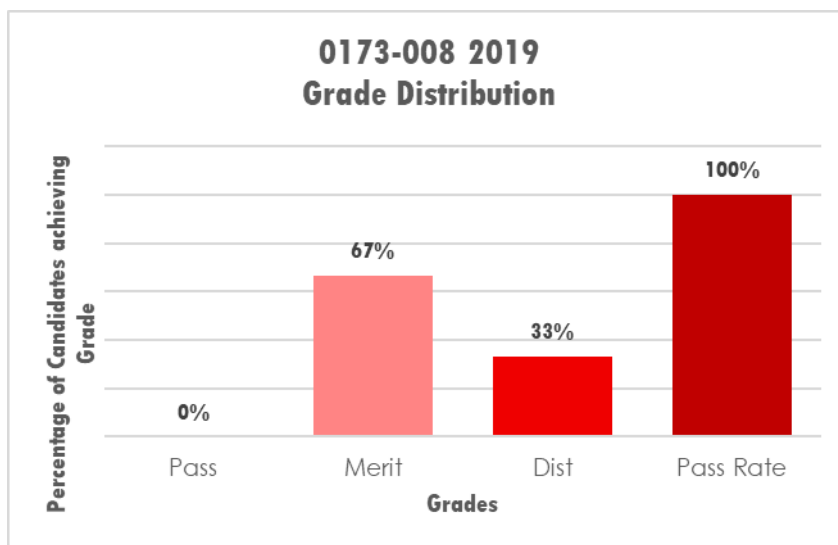
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: **0173-008**

Series: **2019**

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	34
Distinction mark	45

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



## Principal Moderator Commentary

Good mix of practical tasks and of interpretation of results to show knowledge and understanding of fishery management.

Some learners looked at water based activities such as water sports, with higher achievers offsetting these activities so that they did not impact the fishing, and considered a range of factors.

All learners explained in detail how they would maintain biosecurity and prevent/control disease in general terms but not what they did with the dipping equipment used in the previous task.

Good posters were produced showing external and internal features of a fish.

AO1 15% All candidates demonstrated good knowledge on; suitable types of recreation for a fishery site, the methods available to test water quality, the names and functions of the different parts of fish, water quality effects on fish and general fishery management.

AO2 20% Interpretation of results and their effect on fish health and the impact of different recreational activities on the fishery and how external factors could affect profit of those activities.

AO3 30% Candidates demonstrated ability to follow safe working practices, quality control procedures and to follow standardised approaches on fish dissection.

AO4 20% 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 where marks in AO2

AO5 15% 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.