

# **0173-001/501 – Level 3 Land and Wildlife Management - Theory exam (1)**

**March 2020**

## **Examiner Report**

# Contents

Introduction.....	3
Theory Exam – March 2020.....	4
Grade Boundaries.....	4
Chief Examiner Commentary.....	5

# Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat the **March 2020** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;  
**0173-001/501 – Level 3 Land and Wildlife Management - Theory exam (1).**

# Theory Exam – March 2020

## Grade Boundaries and distribution

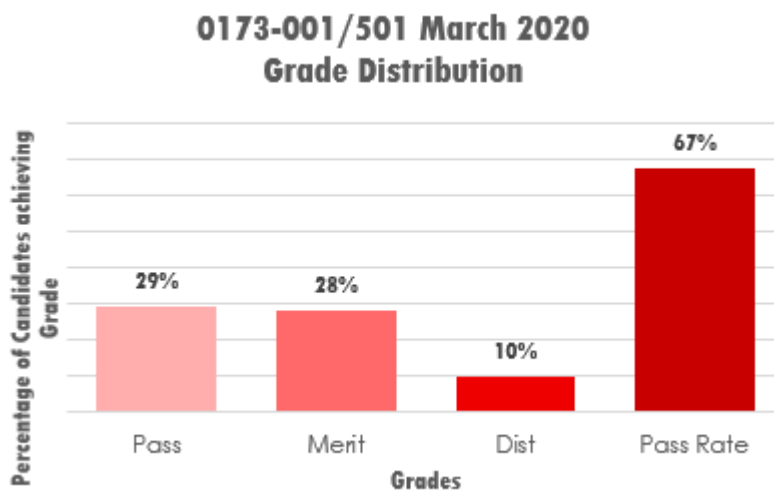
Assessment: **0173-001/501**

Series: **March 2020**

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	33
Distinction mark	42

The graph below shows the approximate distribution of grades and pass rates for this assessment:



# Chief Examiner Commentary

## General Comments on Candidate Performance

**Assessment component: 0173-001/501**

### Series 1 (March)

The question paper was balanced and covered a good level of knowledge and understanding from across the units. Questions were answered with a varying degree of accuracy and depth, but generally the standard of response was lower than would be expected at this level.

The candidates who achieved higher marks answered all questions thoroughly and showed excellent breadth and depth of knowledge backed up by relevant examples. Lower achieving candidates tended to give brief and listed answers in most questions. There was evidence of candidates not properly reading questions, which meant they missed out on marks. Candidates also did not always engage with the command verbs, for example stating rather than explaining. This meant they did not always provide enough detail when asked for explanations or discussions. Candidates would benefit from practising examination techniques when preparing for this exam to fully understand the requirements of the question before attempting to answer and learn how to plan for extended response questions. Explain questions require candidates to demonstrate reasons and justifications to support the statements or cause and effect made within the answers

Specific areas of weakness for many candidates were:

- Legislation and regulations.
- Identification of faults in machinery.
- Types of evolution.
- Survey methods for establishing a sustainable population.
- Materials needed for fencing.

Specific areas of strength for many candidates were:

- Factors that affect population.
- Factors causing worldwide decrease in biodiversity.
- Types of boundary.
- How to manage a hedgerow.

Candidates performed well on the practical based questions such as choice of tools and equipment. They also performed well on recall questions on ecology and conservation. However they struggled on some AO2 questions, where they were required to show more depth. Some candidate struggled to demonstrate their understanding by not providing enough detail in their explanations. Topics that candidates did not perform as well on AO2 questions were energy and biomass in food chains and explanations on why pre-use checks are carried out.

The extended response question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for developing a suitable plan for the given scenario. This showed differentiation between low and high achievers. Overall candidate performance for this question was mixed with only some candidates achieving band 3.

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>

Centres are strongly advised to be familiar with the command verbs their learners may encounter during examinations and the type of responses expected, along with an indication of the qualities that will be looked for during marking.