Level 3 Advanced Technical Diploma in Land and Wildlife Management (540) (0173-35)

2022

Qualification Report

Contents

Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs "we should expect that this summer's results will look different, despite exams and assessments taking a big step towards normality." Ofqual has published a blog What's behind this summer's VTQ results

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of 'safety net' through some additional 'generosity' to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners' work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g. Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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.
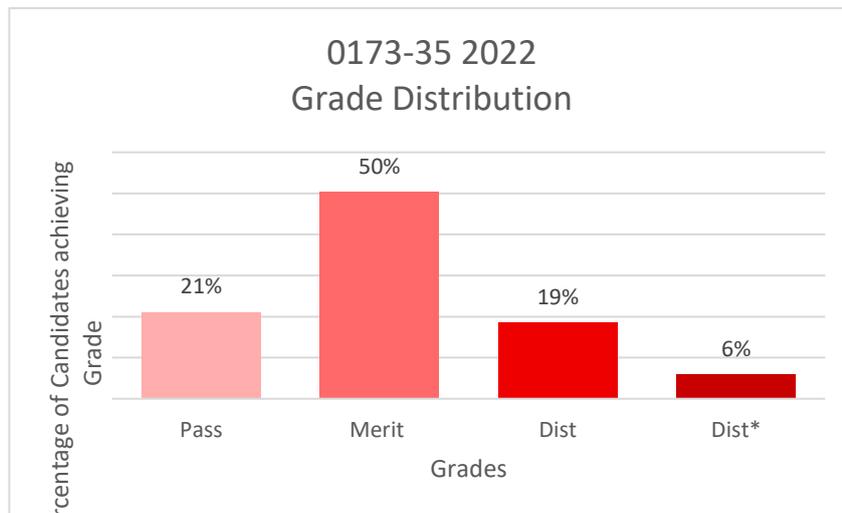
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 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 (Countryside, Game, Fisheries)
    - 0173-501/001 Land and Wildlife Management – Theory Exam.
        - March 2022 (Spring)
        - June 2022 (Summer)
    - 0173-004 Land and Wildlife Management – Synoptic Assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:

0173-35 2022 Grade Distribution

Grade	Percentage
Pass	21%
Merit	50%
Dist	19%
Dist*	6%

Percentage of Candidates achieving Grade (y-axis), Grades (x-axis)

This data is based on the distribution as of 16th August 2022.

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.
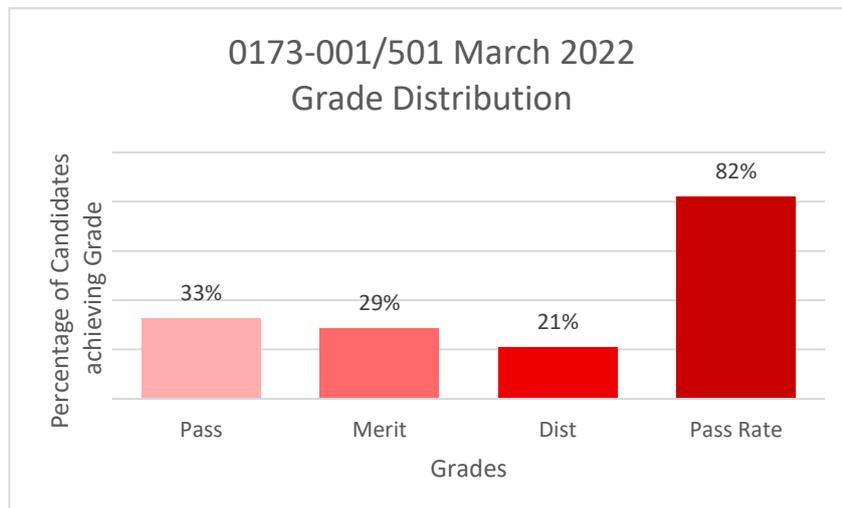
Theory Exam

Grade Boundaries

Assessment: **0173-501/001**
Series: **March 2022 (Spring)**

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

Total marks available	60
Pass mark	25
Merit mark	33
Distinction mark	42

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:
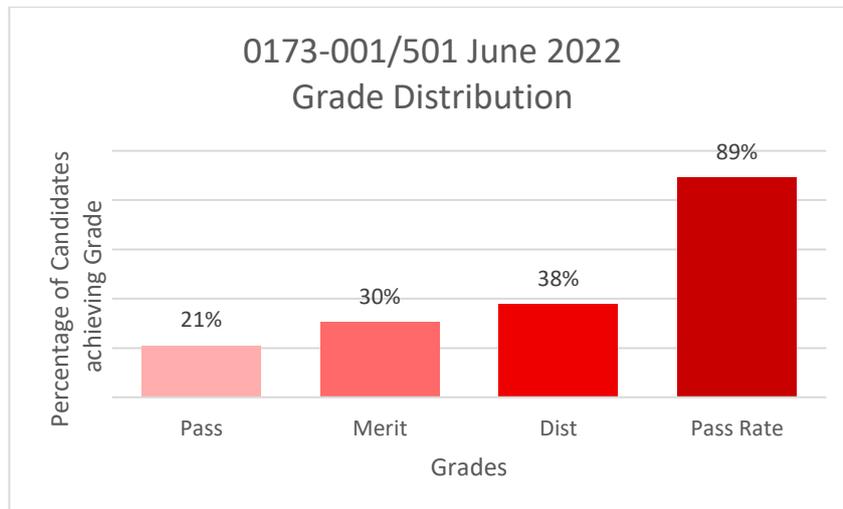
Assessment: **0173-501/001**
Series: **June 2022 (Summer)**

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	22
Merit mark	30
Distinction mark	39

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

Chief Examiner Commentary

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

Series 1 – March 2022

Questions were answered with a varying degree of accuracy and depth across the paper.

The candidates who achieved higher marks answered all questions thoroughly and showed confident breadth and depth of knowledge backed up by relevant examples. Lower achieving candidates tended to give brief and listed answers in most of the questions.

Specific areas of weakness for many candidates were:
- Health and Safety regulations
- Evolution and adaptations
- International Strategies.

Specific areas of strength for many candidates were:
- Changes in global wildlife populations
- Types of boundary
- Considerations for undertaking construction work.

Candidates performed well on the practical based questions particularly in Unit 310, and on AO1 recall questions centred on ecology and conservation from Unit 304.

However, performance was lower on some AO2 questions, where they were required to show more depth. Candidates appeared to find AO2 questions on impacts of genetic variability and identifying common faults and remedial action for machinery more challenging.

Extended Response Question (ERQ)

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 question showed clear differentiation between the candidates achieving marks at the lower and higher ends of the scale.

Overall candidate performance for this question was good, showing much improvement from previous years with 33% of candidates completing the paper-based exam accessing Band 2 marks. A further 27% of candidates completing the paper-based exam accessed Band 3 marks by providing justifications for the techniques used.

Throughout the exam candidates missed some marks by not always engaging with the command verbs, for example stating responses rather than fully explaining them. This meant they did not always provide the detail required for the marks when asked for explanations, discussions and justifications.

Candidates would benefit from practising examination techniques when preparing for this exam, to familiarise with the command verbs they may encounter, and fully understand the requirements of the question before attempting to answer. Explain questions require candidates to demonstrate reasons and justifications to support the statements or show cause and effect within the answers. They should also practice how to plan their responses to Extended Response Questions.

Series 2 – June 2022

Questions were answered with a varying degree of accuracy and depth across the paper.

The candidates who achieved higher marks answered all questions thoroughly and showed confident breadth and depth of knowledge backed up by relevant examples. Candidates achieving lower marks tended to give brief and listed answers in most of the questions.

Specific areas of weakness for many candidates were:
- Health and Safety regulations
- Machinery maintenance
- Ecological definitions.

Specific areas of strength for many candidates were:
- Human impacts on global wildlife populations
- Machinery use
- Considerations for undertaking habitat management work.

Candidates performed well on the practical based questions particularly in Unit 310, However, they performed less well on most of the other AO2 questions, where they were required to show more depth, averaging less than half of the marks available. Candidates appeared to find AO2 questions on resources and their effect on population stability and identifying common faults and remedial action for machinery more challenging.

Extended Response Question (ERQ)

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 question showed clear differentiation between candidates achieving marks at the lower and higher ends of the scale.

Overall candidate performance for this question was good, showing much improvement from previous years with 72% of candidates completing the paper-based exam accessing Band 2 marks. A further 28% of candidates completing the paper-based exam accessed Band 3 marks by providing justifications for the techniques used.

Throughout the exam candidates missed some marks by not always engaging with the command verbs, for example stating responses rather than fully explaining them. This meant they did not always provide the detail required for the marks when asked for explanations, discussions and justifications.

Candidates would benefit from practising examination techniques when preparing for this exam, to familiarise with the command verbs they may encounter, and fully understand the requirements of the question before attempting to answer. Explain questions require candidates to demonstrate reasons and justifications to support the statements or show cause and effect within the answers. They should also practice how to plan their responses to Extended Response Questions.

Synoptic Assignment

Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: **0173-004**
Series: **2022**

Total marks available	60
Pass mark	21
Merit mark	31
Distinction mark	42

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

0173-004 June 2022
Grade Distribution
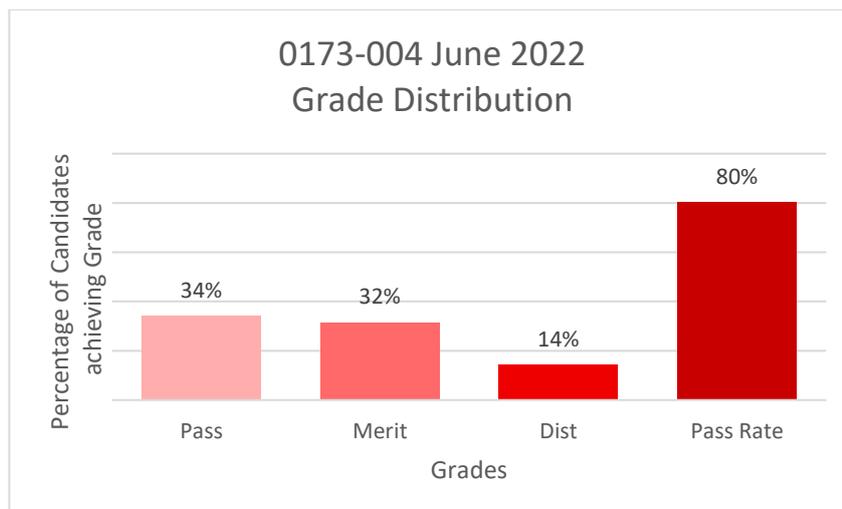
Principal Moderator Commentary

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. How to fully and correctly complete a risk assessment still requires more practice by many. Identification of what tools and equipment were generally good as was the descriptions of use but were not always backed up in their practical use. Impacts of recreation tended to show some breadth in negative impacts but not much depth.

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 impact of recreation reports. The practical demonstrated understanding of the work undertaken and the safety implications via the risk assessment.

AO3 30% of marks;- Centres seemed to put greater emphasis on the estate maintenance task than the survey but when marking holistically they are similar. Although some photos were in evidence the marks awarded relied on concise PO reports, with detail of what was completed by the learner as well as how well they performed, references or quotes from the marking grid made moderation 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 with no titles on images and those not in colour all impacted on marks awarded, as well as incomplete risk assessments or failure to complete the task fully.