

Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) (0173-37)

2023

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 2022 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, Game, Fisheries)
 - 0173-501/001 Land and Wildlife Management – Theory Exam.
 - March 2023 (Spring)
 - June 2023 (Summer)
 - 0173-004 Land and Wildlife Management – Synoptic Assignment

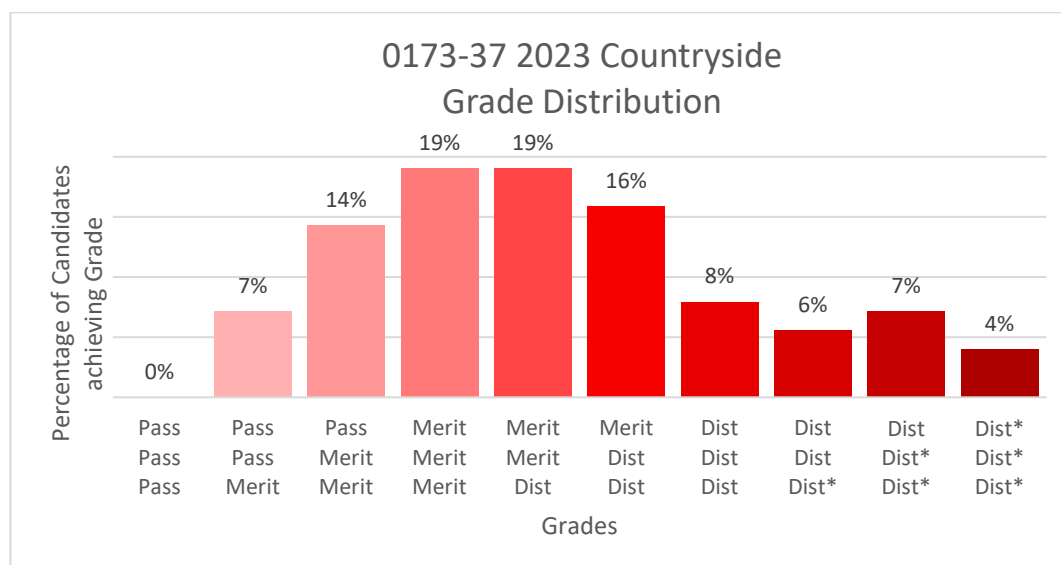
Year 2

- Countryside
 - 0173-509/009 Land and Wildlife Management (Countryside) – Theory Exam.
 - March 2023 (Spring)
 - June 2023 (Summer)
 - 0173-010 Land and Wildlife Management (Countryside) – Synoptic Assignment
- Game
 - 0173-511/011 Land and Wildlife Management (Game) – Theory exam
 - March 2023 (Spring)
 - June 2023 (Summer)
 - 0173-012 Land and Wildlife Management (Game) – Synoptic Assignment
- Fisheries
 - 0173-513/013 Land and Wildlife Management (Fisheries) – Theory exam
 - March 2023 (Spring)
 - June 2023 (Summer)
 - 0173-014 Land and Wildlife Management (Fisheries) – Synoptic Assignment

Qualification Grade Distribution

0173-37 Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – Countryside

The grade distribution for this qualification is shown below:

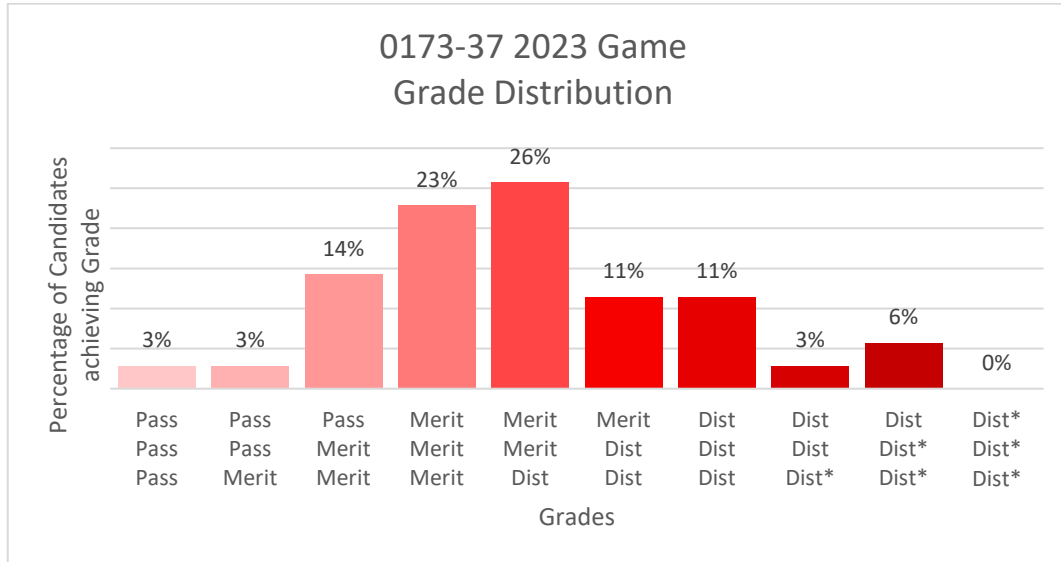


This data is based on the distribution as of 11th August 2023.

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.

0173-37 Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) - Game

The grade distribution for this qualification is shown below:

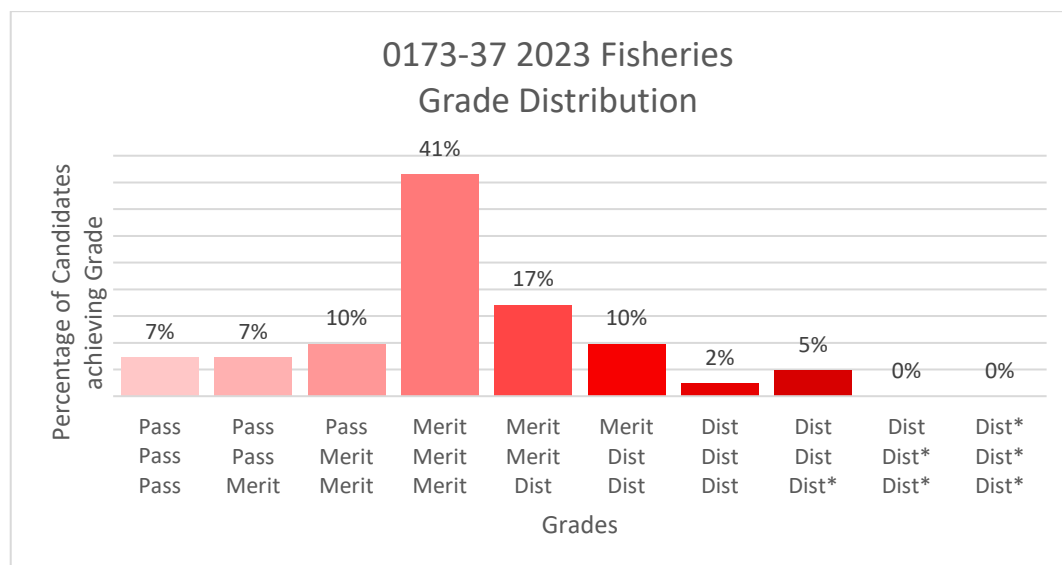


This data is based on the distribution as of 11th August 2023.

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.

0173-37 Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) - Fisheries

The grade distribution for this qualification is shown below:



This data is based on the distribution as of 11th August 2023.

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 (1080) – All pathways

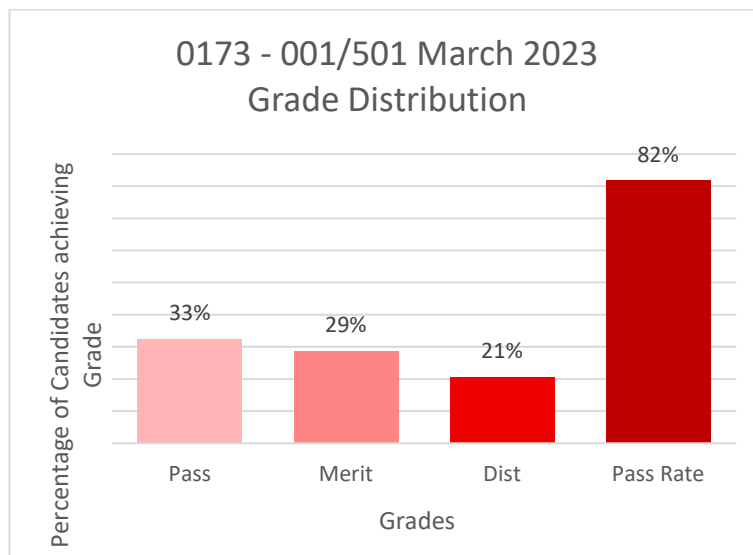
Grade Boundaries

Assessment: **0173-501/001**
Series: **March 2023 (Spring)**

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	42

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

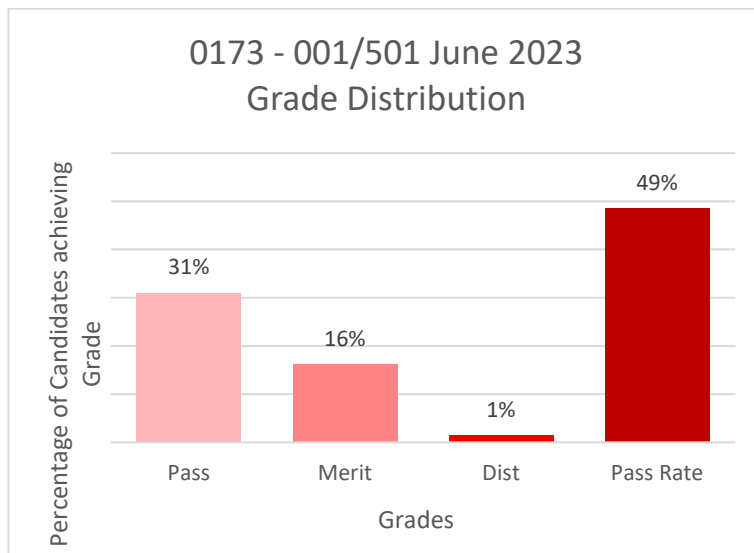


Assessment: **0173-501/001**
Series: **June 2023 (Summer)**

Below identifies the final grade boundaries for this assessment:

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 using the above boundary marks:



Chief Examiner Commentary

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

Series 1 – March 2023

The question paper was balanced and covered a good range of knowledge and understanding from across the units and was comparable with previous papers. Questions were answered with a varying degree of accuracy and depth. Overall candidates' performance on the paper was comparable to March 2022.

The candidates who achieved higher marks answered all questions thoroughly and showed excellent breadth and depth of knowledge that was backed up by relevant examples. They demonstrated relevant knowledge on materials for paths and power sources for machinery. Some candidates' performance was stronger in the recall questions but there was a general briefness to explanations and discussions from this cohort.

Many candidates demonstrated good understanding of the range of materials available for laying paths, they were able to suggest suitable sources of power for machinery. Candidates were also able to recall suitable PPE and explain its purpose when laying a hedge.

Topic areas of questions that were answered well:

- Materials for paths.
- Hedge laying.
- Power sources for machinery.

Topic areas of questions that were not answered well:

- COSHH relating to machinery.
- Vantage point surveys.
- CROW Act.
- Calculation of hedge plants.

Candidates need to read questions carefully and to respond to the command verbs appropriately eg providing a description in a describe question. Responses in some areas did not relate to what was being asked eg a question requiring candidates to justify the use of vantage point surveys, many responses referenced the purpose of the surveys, not answering the question.

Extended Response Question (ERQ)

Candidates were required to discuss factors in the creation of a community wildflower meadow from an area of scrub land. This question gave candidates the opportunity to demonstrate their breadth of knowledge and understanding across units. Candidates were gained higher marks in this question when discussing all factors and correctly linking back to the scenario. Lower marks were awarded when candidates only discussed the creation of a wildflower meadow and did not include the scrub removal. On the whole this cohort performed well on this question, with most candidates achieving band 2.

Centres are strongly advised to ensure that candidates are familiar with the different command verbs and the type of responses required and to the level expected eg providing a description for a describe question.

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.

Series 2 – June 2023

The question paper was balanced and covered a good range of knowledge and understanding from across the units and was comparable with previous papers. Questions were answered with a varying degree of accuracy and depth.

Candidates who achieved higher marks answered all questions thoroughly and demonstrated good breadth and depth of knowledge that was backed up by correct relevant examples. Candidates that performed well in this examination demonstrated relevant knowledge on materials for paths and power sources for machinery. Some candidates' performance was stronger in the recall questions but there was a general briefness to explanations and discussions, which limited the range of marks available to them.

Many candidates demonstrated good understanding of the factors to consider when constructing a path. Candidates were also able to explain how modern farming has impacted global biological diversity.

Topic areas of questions that were answered well:

- Impacts on global wildlife populations.
- Machinery use.
- Considerations for undertaking footpath construction.

Topic areas of questions that were not answered well:

- Health and Safety regulations.
- Machinery maintenance.
- Kick sampling.

The majority of candidates were unable to recall taxonomic levels, types of ecological pyramids, or to describe how the Ramsar convention helps species conservation.

Extended Response Question (ERQ)

Candidates were required to discuss the effect of different management techniques on the biodiversity and population interactions, and predator and prey relationships of a grassland in a country park. This question allowed candidates to demonstrate their breadth of knowledge and understanding of factors across all units. Candidates were gained higher marks in this question when discussing all factors and correctly linking to the scenario. Candidates who achieved lower marks only discussed one element of the scenario eg focussing only on biodiversity and not contextualising this to the question. The majority of candidates lacked breadth and depth and obtained marks in band 1, a small number of candidates entered band 2, and none achieved marks in band 3.

Centres are strongly advised to ensure that candidates are familiar with the different command verbs and the type of responses required and to the level expected eg providing a description for a describe question.

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.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:
[Technicals in Land & Wildlife Management qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Theory Exams – Year 2

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) - Countryside

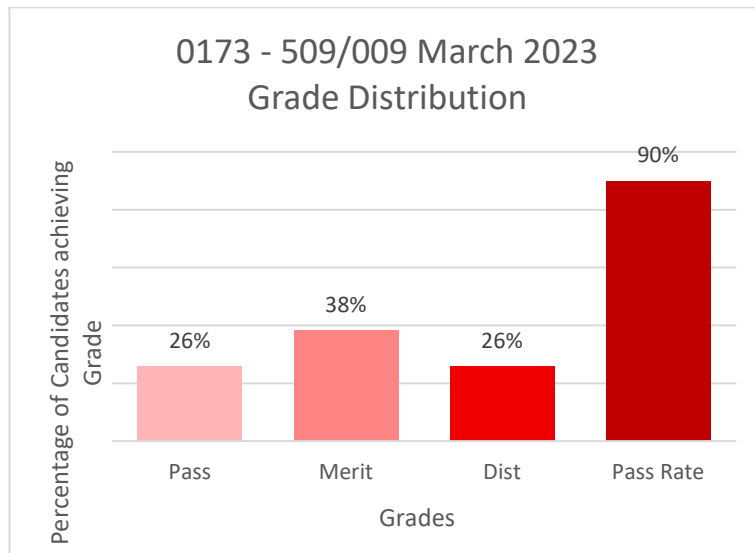
Grade Boundaries

Assessment: **0173-509/009**
Series: **March 2023 (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 graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:

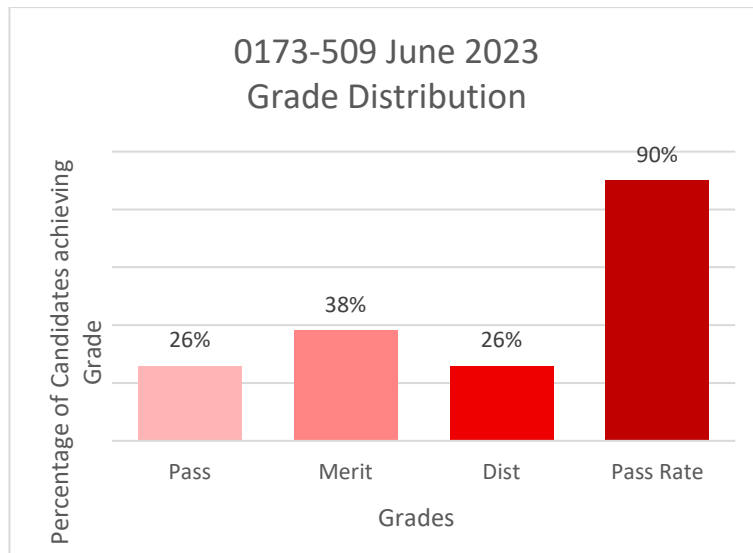


Assessment: **0173-509/009**
Series: **June 2023 (Summer)**

Below identifies the final grade boundaries for this assessment:

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 using the above boundary marks:



Chief Examiner Commentary

0173 – 509/009 - Theory exam

Series 1 – March 2023

The question paper was balanced and covered a range of knowledge and understanding from across units. Questions were answered with a varying degree of accuracy and depth, but generally the standard of response was good. Overall candidates' performance was comparable to March 2022.

The candidates who achieved higher marks answered all questions thoroughly and showed excellent breadth and depth of knowledge backed up by relevant examples. Candidates that performed well in this examination demonstrated relevant knowledge on the hydrological cycle and carbon cycle in food chains. Some candidate's performance was stronger in the recall of Knowledge questions (AO1) and there was a general briefness to explanations and discussions.

Many candidates demonstrated good understanding of causes of local extinction. Candidates were able to discuss the benefits of controlling invasive species in a woodland.

Topic areas of questions that were answered well:

- Hydrological cycle.
- Carbon cycle in food chains.
- Causes of local extinction.
- Effect of controlling invasive species.

Topic areas of questions that were not answered well:

- Nitrogen fixation.
- Adhesive properties of water.
- The difference between thinning and coppicing.
- Definition of ancient woodland.

Some candidates were unable to demonstrate knowledge of the ways nitrogen is fixed, and some struggled to explain the difference between thinning and coppicing.

Extended Response Question (ERQ)

Candidates were required to discuss factors to be considered when identifying a suitable woodland site that is rich in biodiversity. This question gave candidates the opportunity to demonstrate knowledge and understanding of factors that must be considered when buying and managing a woodland considering biodiversity. There was evidence of candidates planning their responses before answering. Some candidates concentrated on one aspect either before or after the purchase of the wood therefore providing insufficient depth, however several candidates performed well in this question, taking a number of issues into account. Candidates who discussed multiple aspects and considerations and included examples achieved marks in band 3.

Centres are strongly advised to ensure that candidates are familiar with command verbs and the type of responses required as well as the need to read each question carefully and to respond clearly to the question given in the depth required. 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. as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

Series 2 – June 2023

The question paper was balanced and covered a good range of knowledge and understanding from across units. Questions were answered with a varying degree of accuracy and depth, however generally candidates provided enough knowledge to gain marks in recall questions but struggled when required to explain or discuss their answers. Overall candidates' performance comparable with that of June 2022.

Candidates who achieved higher marks answered all questions thoroughly and showed excellent breadth and depth of knowledge backed up by relevant examples. Candidates that performed well in this examination demonstrated that they have relevant knowledge in the tools used for coppicing and historical woodlands. Some candidate's performance was stronger in the recall questions and there was a general briefness to explanations and discussions.

Many candidates demonstrated good knowledge of what was needed for photosynthesis. Candidates were also able identify the tools used for coppicing.

Topic areas of questions that were answered well:

- Photosynthesis requirements.
- Historical features found in a woodland.
- Tools use.

Topic areas of questions that were not answered well:

- Major UK soils type groups.
- Horizons within soil profiles (podsoles).

Some candidates were unable to demonstrate knowledge of the major soil type groups within the UK, and some candidates were unable to describe the processes which cause certain features in a soil profile diagram.

Extended Response Question (ERQ)

Candidates were required to discuss factors that must be considered in order to increase the habitat value of a woodland. This question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered eg survey and management techniques used to achieve the objective.

Candidates performed weaker in this ERQ than in previous series as they failed to justify answers. There was little reference to the scenario with many responses being off topic.

A small number of candidates discussed all aspects and considerations and included examples, provided sufficient breadth and depth to achieve marks within Band 3. Most candidates provided a plan for their responses with appropriate methods such as mind maps and bullet points, however not all followed their initial plans.

Centres are strongly advised to ensure that candidates are familiar with command verbs and the type of responses required as well as the need to read each question carefully and to respond clearly to the question given in the depth required. 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. as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:
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0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) - Game

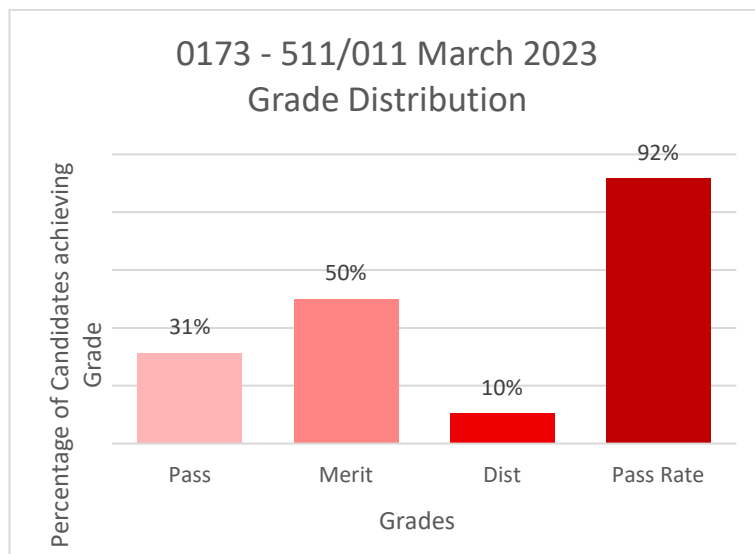
Grade Boundaries

Assessment: **0173-511/011**
Series: **March 2023 (Spring)**

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	42

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

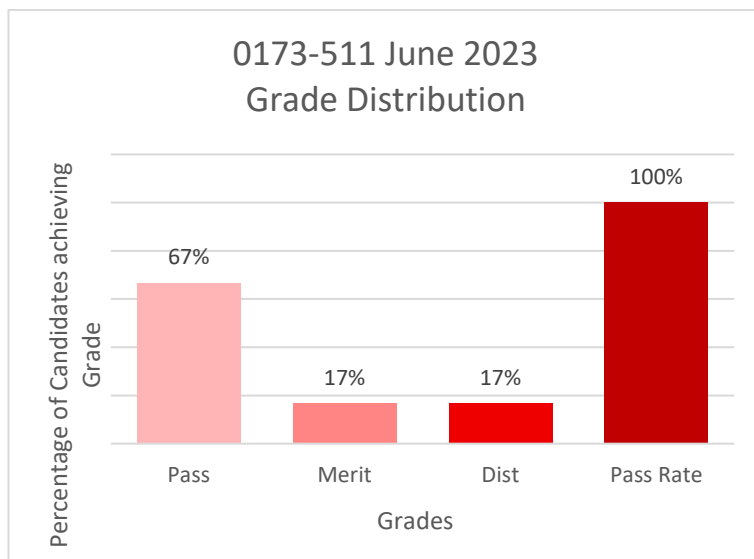


Assessment: **0173-511/011**
Series: **June 2023 (Summer)**

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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



Chief Examiner Commentary

0173-511/011 - Theory exam

Series 1 – March 2023

The question paper was balanced and covered a good range of knowledge and understanding from across units. Questions were answered with a varying degree of accuracy and depth, but generally the standard of response from this cohort was good. Overall candidates' performance improved significantly in comparison to March 2022.

Candidates who achieved higher marks attempted all questions however did not always achieve all the marks available in AO2 questions as they did not provide the relevant depth required. Candidates that performed well in this examination demonstrated that they have relevant knowledge on the hydrological cycle, and rifles and their use. Some candidate's performance was stronger in recall questions however throughout the cohort there was a general briefness to explanations and discussions.

Many candidates demonstrated good understanding of the identification of pests and predators and were able to correctly identify parts of a rifle. Candidates were also able to explain the advantages of rifle use and stance.

Topic areas of questions that were answered well:

- Hydrological cycle.
- Identification of pest and predators.
- Parts of a rifle.
- Shooting stance.
- Estimation of populations from counts.

Topic areas of question that were not answered well:

- Sedimentary rock formation.
- Age limits on shotgun use.
- Identify features on partridge.
- Woodcock mating display.

Some candidates were unable to demonstrate knowledge of rock formations and the age limits of shotgun use. Candidates struggled with questions relating to the identification of the sex of game birds.

Extended Response Question (ERQ)

Candidates were required to provide justified recommendations on converting abandoned industrial land to a wild pheasant shoot. This question allowed candidates the opportunity to demonstrate their breadth of knowledge and understanding of factors that should be considered when developing a suitable plan for the land. Most candidates provided very basic recommendations and did not fully justify their responses, showing breadth but not depth. Some provided discussions with some depth but did not fully expand, showing depth but not breadth. This resulted in candidates achieving marks in Band 1 and Band 2.

Centres are strongly advised to ensure that candidates are familiar with the different command verbs and the type of responses expected, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

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.

Series 2 – June 2023

The question paper was balanced and covered a range of knowledge and understanding from across units. Questions were answered with a varying degree of accuracy and depth, but generally the standard of response was good. Overall candidates' performance improved compared to June 2022.

Candidates who achieved higher marks attempted all questions however did not always achieve all the marks available in AO2 questions as they did not provide the relevant depth required. Candidates that performed well in this examination demonstrated relevant knowledge on the signs of badgers, and parts of a shotgun and their function. Some candidate's performance was stronger in recall questions however there was a general briefness to explanations and discussions.

Candidates demonstrated good understanding of non-lethal methods of deterring foxes. Candidates were also able to explain the maintenance tasks that should be carried out on shotgun after its use.

Topic areas of questions that were answered well:

- Factors that are necessary for photosynthesis.
- Signs indicating the presence of badgers.
- Non-lethal methods of fox control.
- Functions of a shotgun.
- Shotgun maintenance.

Topic areas of question that were not answered well:

- Characteristics of sedimentary rocks.
- Legislation which protects pest or predator species.
- Life cycle of Canada Geese / susceptibility to lethal control.
- Telescopic sights and line of bore.

Candidates were unable to demonstrate knowledge of sedimentary rocks and the life cycle of Canada Geese. Candidates struggled with questions relating to protective legislation related to pest or predator species.

Extended Response Question (ERQ)

Candidates were required to provide justified recommendations on how a landowner should reinstate a shoot on an area of land. Most candidates provided very basic recommendations and did not fully justify their responses, showing varying levels of breadth and depth. This resulted in candidates achieving marks within Band 1 and Band 2.

Centres are strongly advised to ensure that candidates are familiar with the different command verbs and the type of responses expected, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

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.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:
[Technicals in Land & Wildlife Management qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/qualifications/land-wildlife-management)

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) - Fisheries

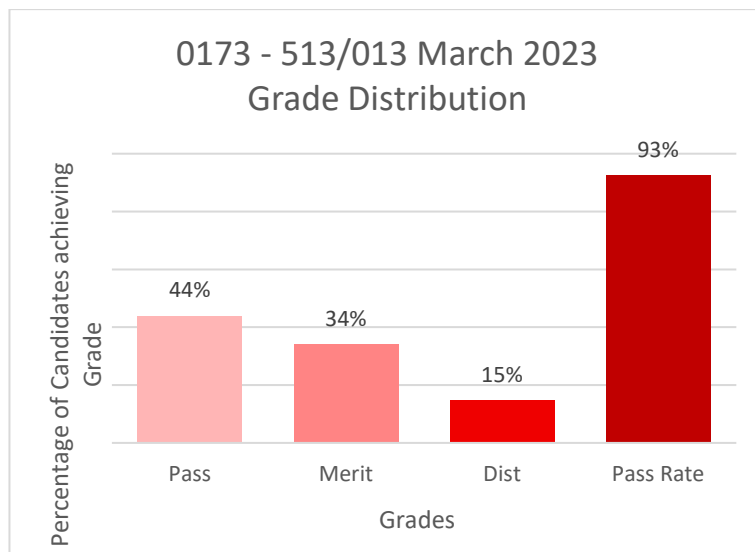
Grade Boundaries

Assessment: **0173-513/013**
Series: **March 2023 (Spring)**

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

Total marks available	60
Pass mark	24
Merit mark	32
Distinction mark	41

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

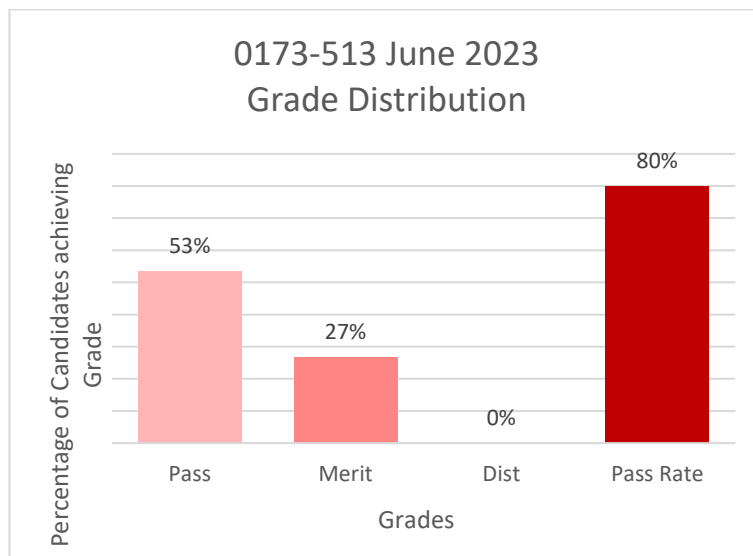


Assessment: **0173-513/013**
Series: **June 2023 (Summer)**

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	41

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



Chief Examiner Commentary

0173-513/013 - Theory exam

Series 1 – March 2023

The question paper was balanced and covered a good range of knowledge and understanding from across units. Questions were answered with a varying degree of accuracy and depth. Overall, candidates performance has improved significantly compared to March 2022.

Candidates who performed well demonstrated fisheries knowledge and showed a good level of recall of knowledge on the behaviours in fish. Candidates who achieved higher marks answered all questions thoroughly and showed excellent breadth and depth of knowledge backed up by relevant examples. Candidates performed better in fish biology questions than in questions related to fish health and environmental processes. Some candidate's performance was stronger in recall questions, however there was not always enough depth to achieve some of the higher marks available, with candidates listing their responses with little discussion.

Many candidates demonstrated a good understanding of the identification of behaviours in fish, they were also able to name examples of environmental change on land use. Candidates showed their knowledge and understanding by explaining the reasons for abnormal behaviours in fish.

Topic areas of questions that were answered well:

- Normal behaviours seen in fish.
- Abnormal behaviours in fish.
- The effect of environmental change upon future land use.

Topic areas of questions that were not answered well:

- Differences between a food web and food chain.
- The sun's heat influences the hydrological cycle.
- Classifications of fish parasites.
- Health problems in fish that are caused by environmental issues.

Some candidates were unable to recall the classifications of fish parasites, and some struggled to explain the sun's influence on the hydrological cycle and explain the differences between food web and food chain.

Extended Response Question (ERQ)

The Extended Response Question (ERQ) required candidates to discuss and justify reasons for draining earth pond systems. This question allowed candidates the opportunity to demonstrate their breadth of knowledge and understanding. Many candidates were unable to discuss this topic, therefore answers were off topic. Many candidates did not make a good attempt at providing suitable justifications and little discussion for proposed actions was seen which resulted in the majority of candidates achieving marks in Band 1.

Centres are strongly advised to ensure that candidates are familiar with the different command verbs and the type of responses expected, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

Series 2 – June 2023

The question paper was balanced and covered a good range of knowledge and understanding from across units. Questions were answered with a varying degree of accuracy and depth. Overall, the candidate's performance has improved significantly compared to June 2022.

Candidates who performed well demonstrated suitable fisheries knowledge and showed a good level of recall on the processes in the hydrological cycle. Candidates who achieved higher marks answered all questions thoroughly and showed excellent breadth and depth of knowledge backed up by relevant examples. Some candidate's performance was stronger in recall questions, however there was not always enough depth to achieve some of the higher marks available, with candidates listing their responses with little discussion.

Many candidates demonstrated a good understanding of the economic risks associated with the spread of fungal diseases. Candidates displayed their knowledge and understanding by explaining an economic risk which could negatively impact the stocking of fish.

Topic areas of questions that were answered well:

- The hydrological cycle
- The carbon cycle
- Land cover
- Economic risk associated with the spread diseases.

Topic areas of questions that were not answered well:

- Low-pressure weather system
- Function of internal organs
- Mandatory health checks
- Prevention gas bubble disease
- Additional aeration on still water fisheries.

Some candidates were unable to recall the primary functions of internal organs (eg the gall bladder), they were also unable to recall the mandatory health checks required for a fish supplier permit. Some candidates struggled to explain how agitation of water can be used to prevent gas bubble disease and describe what happens in a low-pressure weather system.

Extended Response Question (ERQ)

The Extended Response Question (ERQ) required candidates to discuss the effectiveness of using additional aeration in still water fisheries. This question allowed candidates to demonstrate their breadth of knowledge and understanding. Many candidates answers were off topic, resulting in lower marks being awarded. Most candidates did not make a good attempt at their answers and did not provide suitable discussions which resulted in all candidates achieving marks in Band 1.

Centres are strongly advised to ensure that candidates are familiar with the different command verbs and the type of responses expected, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:
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Synoptic Assignments – Year 1

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – All pathways

Grade Boundaries

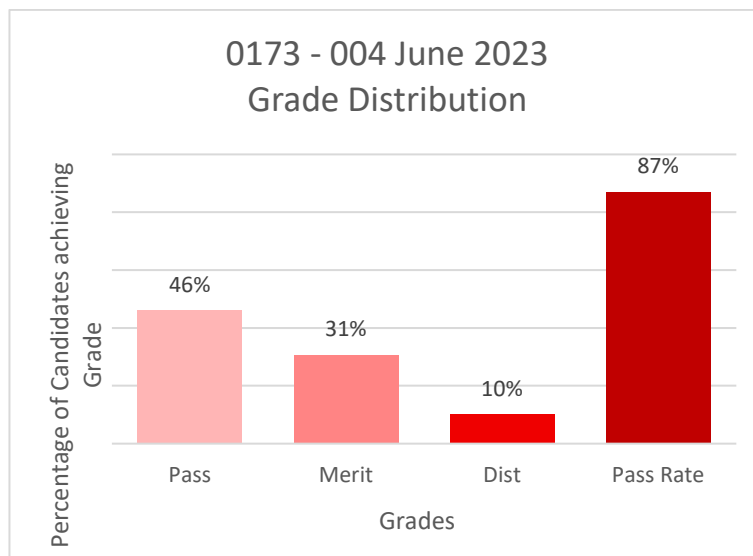
Below identifies the final grade boundaries for this assessment:

Assessment: **0173-004**

Series: **2023**

Total marks available	60
Pass mark	24
Merit mark	34
Distinction mark	45

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



Principal Moderator Commentary

The synoptic assignment brief centred around candidates working as an ecologist for a local company where they were required to plan and carry out a survey to support a planning application for the development of a site for the use of recreational activities. Candidates were required to plan and carry out a Phase 1 Habitat Survey, produce a presentation based on the findings of the survey and to recommend suitable recreational activities for the site, and to complete a risk assessment.

AO1 20% of marks: Candidates recall on species identification varied but was good where they were able to identify habitats and provided references from the JNCC handbook. The justifications candidates provided for the recommended activities on the site were sometimes unrealistic based on the site surveyed. Justifications for the new recreational activity was not always clear. Candidates require further practice in order to produce accurate risk assessments eg the identification of specific hazards and relevant methods of control. Candidates showed appropriate recall and identification of the tools and equipment that were required and provided suitable descriptions of why the work was undertaken.

AO2 20% of marks: Most candidates showed a good breadth of knowledge but the depth of understanding and linking wider concepts varied greatly. This was demonstrated in the report of the survey results and the introduction of new recreational activities. Candidates practical work demonstrated understanding of the work undertaken and the safety implications via the risk assessment.

AO3 30% of marks: Greater emphasis was placed on the estate maintenance task than the survey task, but when marking holistically they are similar and although some photos were included, the marks allocated relied on concise PO reports with detail of what was actually completed by the candidates as well as how well they performed.

AO4 20% of marks: Candidate performance varied when bringing the synoptic together. Higher marks were achieved when these links were explained and candidates used their knowledge, understanding and skills to bring together the information across the synoptic.

AO5 10% of marks: Attention to detail varied across the cohort. There were formatting issues in reports, some did not include labels on images, and some of the images were not in colour. Titles were missed, as was some attention to detail, which impacted the number of marks that candidates could achieve. There were some incomplete risk assessments, with missed/unrealistic hazards that were often general and not specific to the site. Some candidates demonstrated a good level of attention to detail and focused on the assessment objectives.

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.

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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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- Candidate written work. Tutor annotations on written work are beneficial for moderation purposes.

Synoptic Assignments – Year 2

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – Countryside

Grade Boundaries

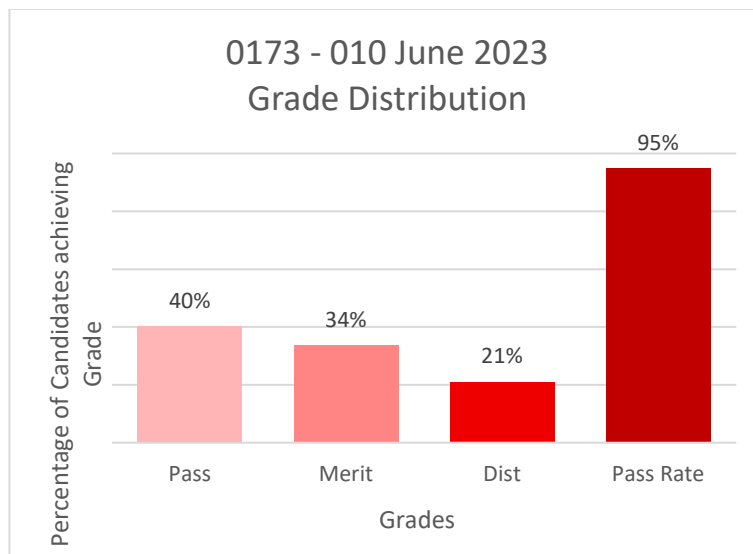
Below identifies the final grade boundaries for this assessment:

Assessment: **0173-010**

Series: **2023**

Total marks available	60
Pass mark	24
Merit mark	34
Distinction mark	44

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



Principal Moderator Commentary

The synoptic assignment brief centred around the candidate working as a tour leader for a wildlife holiday company, the role included conservation management work and support for practical conservation activities. Candidates were required to carry out survey work (a woodland bird survey, an ecological survey and a historical feature survey) in a woodland area to identify a new location to expand the tours provided by the company. Candidates were required to carry out survey work and propose a new site for the company to run tours, and report on their results (both written and verbal). They were required to produce a presentation (to a group of birdwatchers), to encourage people to visit the new site. They were also required to plan for a woodland task (guided by their tutor), and then carry out the task safely including a risk assessment and a tools list.

AO1 10% of marks: Candidates showed a good range of knowledge, and were able to choose suitable equipment and demonstrating their correct use for carrying out survey work. Some candidates followed recognised organisational survey formats with others using point counts and transection or quadrats. Some of the risk assessments produced need improvement as they did not identify all of the relevant hazards or relevant methods of control.

AO2 25% of marks: Most candidates demonstrated good breadth of knowledge, but the depth of understanding and linking wider concepts varied greatly. This was seen in the report of the survey results with lower achieving candidates often not analysing their results. The presentation to the birdwatchers and justifications of the conservation management also varied in the depth.

AO3 30% of marks: It was evident that a greater emphasis was placed on the habitat practical task (task 3) than on the survey task, but when marking holistically they are similar, this was seen throughout the cohort. Some photos were in evidence, however the marks awarded relied on concise PO reports with detail of what was actually completed by the learner as well as how well they did it..

AO4 20% of marks: When looked at holistically, tasks allowed to clear links between them as well as wider concepts from the taught curriculum. Performance varied on this AO with some candidates demonstrating their knowledge and understanding across all tasks to bring information together. Higher marks were achieved by candidates who explained these links, linking the proposed interpretation to the survey results rather than making generalised comments.

AO5 15% of marks: Candidates attention to, and level of detail varied across the cohort. Some candidates were focused demonstrating good attention to detail, however some candidates provided brief, incomplete tasks. There were some formatting issues in reports with images not being labelled and in black and white. There were some incomplete risk assessments which contained general and not site-specific hazards, which were unrealistic.

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.

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0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – Game

Grade Boundaries

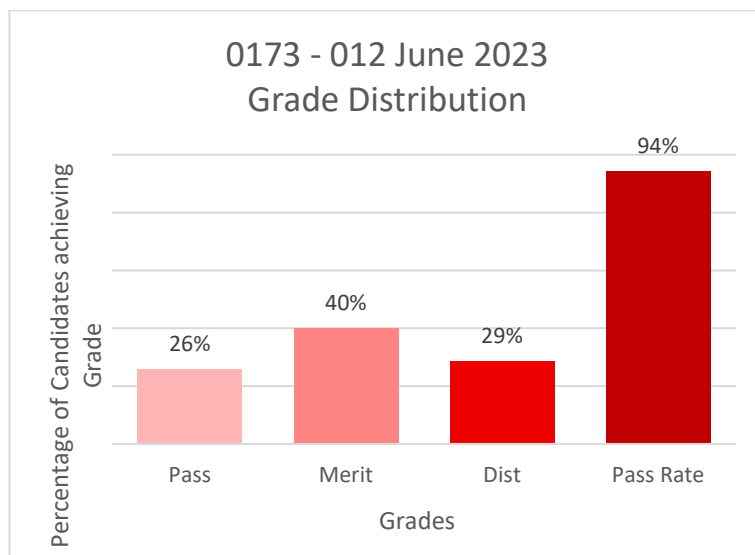
Below identifies the final grade boundaries for this assessment:

Assessment: **0173-012**

Series: **2023**

Total marks available	60
Pass mark	26
Merit mark	34
Distinction mark	43

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



Principal Moderator Commentary

The synoptic assignment brief centred around candidates working as a gamekeeper on a sporting estate part of their role was the protection of cover crops. Candidates were required to create a cover-crop protection plan against avian species (Task 1). They were required candidates to use a small-bore rifle, safely and efficiently for crop protection (Task 2), and to produce an information leaflet for the use of visiting guns about four wildfowl species found locally (Task 3). The final element of this task was the building and installation of a duck nesting tube (Task 4).

AO1 20% of the marks: Candidates demonstrated good recall of knowledge on the safe use of a rifle and on the installation of a duck tube. Candidates having access to research notes in Tasks 1 and 3 lead to some cases of plagiarism on identification of species and general licences, therefore centres must be vigilant when following the instructions around the allowance of notes and other materials and only permit access to what is specified in the task.

AO2 25% of the marks: Most candidates demonstrated a clear understanding in both written work and practical applications, which resulted in a large proportion of the cohort achieving higher marks. Some candidates provided good justifications on the installation of the duck nesting tube which increased the marks in this AO. There were instances where candidates did not always provide full explanations on the identification of birds in flight, which is when most guns would see them, which was a missed opportunity for candidates to gain further marks.

AO3 30% of the marks: Overall, candidates performed well in the shooting task (Task 3), however the two practical tasks, were to be viewed holistically to agree the mark for this assessment objective. Most centres gave more emphasis on the shooting task than the creation of the duck tube when allocating marks.

AO4 15% of the marks: Higher marks were achieved when links between tasks were explained as were marks in AO2. Some candidates showed evidence of using their knowledge, understanding, and skills during the tasks to bring together information from across the tasks.

AO5 10 % of the marks: Candidates' attention to detail varied throughout the assessment. Higher marks were achieved by candidates that completed all tasks and evidence requirements, professional way with a focused attention to detail. There were formatting issues in some reports as they did not include labels on image, and some images were not in colour.

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.

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0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – Fisheries

Grade Boundaries

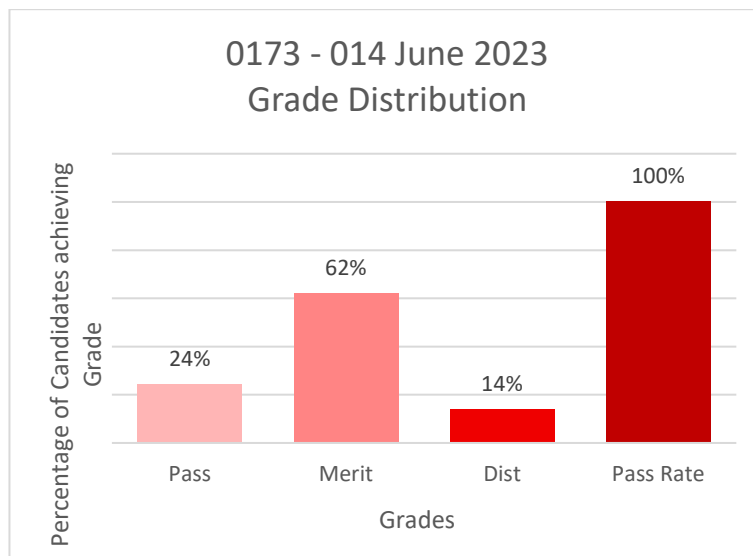
Below identifies the final grade boundaries for this assessment:

Assessment: **0173-014**

Series: **2023**

Total marks available	60
Pass mark	24
Merit mark	34
Distinction mark	44

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



Principal Moderator Commentary

The synoptic assignment brief centred around candidates working as fisheries technical officer for a catchment which has been impacted by an excessive volume of untreated sewage being discharged into a local water course. Candidates were required to create a briefing note inform the angling club of the possible impact of sewage discharge on fish stocks (task 1). They were also required to plan a fish stock assessment on a lotic system that would assist in determining the impact of a sewage discharge event (task 2). They had to produce a report to advise a Trout fishery production business of the potential impact of future sewage discharge events (task 3). They also had to create a fact sheet for a community trust group to demonstrate a typical food web in a lotic system and the effects that changes in water quality caused by sewage discharge can have upon it (task 4). The practical element of the assignment was in task 5 where candidates were required to demonstrate conservation management techniques on a lotic site including a risk assessment.

AO1 20% of the marks: Candidates demonstrated good recall of knowledge across the assignment. Overall, evidence produced was to a good standard in all the tasks based around the various aspects of water quality fish management and sewage events. However, candidates did not always demonstrate the sufficient attention detail which also effected marks in AO5.

AO2 20% of the marks: Performance was like AO1 with most candidates demonstrating both breadth and depth of understanding across the tasks and linking understanding. Some candidates provided logical and detailed justifications on sampling methods. Lower achieving candidates did not always engage with the tasks fully and provided brief and bullet pointed answers. Candidates occasionally mistook hazards for risks in the risk assessment and often methods of control were brief, general and not specific to the task.

AO3 30% of the marks: The only practical task (task 5) required candidates to carry out a conservation task identified by the centre, and performance was reported on, on the PO form. Some PO forms were more descriptive and provided more insight than others, providing a detailed narrative of the quality of candidates' practical performance in relation to the assessment objective marking grid.

AO4 20% of the marks: Candidates had the opportunity to link the synoptic tasks together through looking at all aspects and implications of a sewage discharge event. Some candidates used their knowledge, understanding and skills to bring information from across the units.

AO5 10% of the marks: Candidates performance varied on the level of attention to detail throughout the assessment. Formatting issues were evident in some reports as they did not contain titles on images, which were not in colour.

Best practice

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