

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

2024

Qualification Report

Contents

| | |
|---|----|
| Introduction..... | 3 |
| Qualification Grade Distribution | 4 |
| Level 3 Advanced Technical Diploma in Land and Wildlife Management..... | 4 |
| Theory Exam..... | 5 |
| Grade Boundaries | 5 |
| Chief Examiner Commentary | 7 |
| Synoptic Assignment | 11 |
| Grade Boundaries | 11 |
| Principal Moderator Commentary | 12 |

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 2024 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

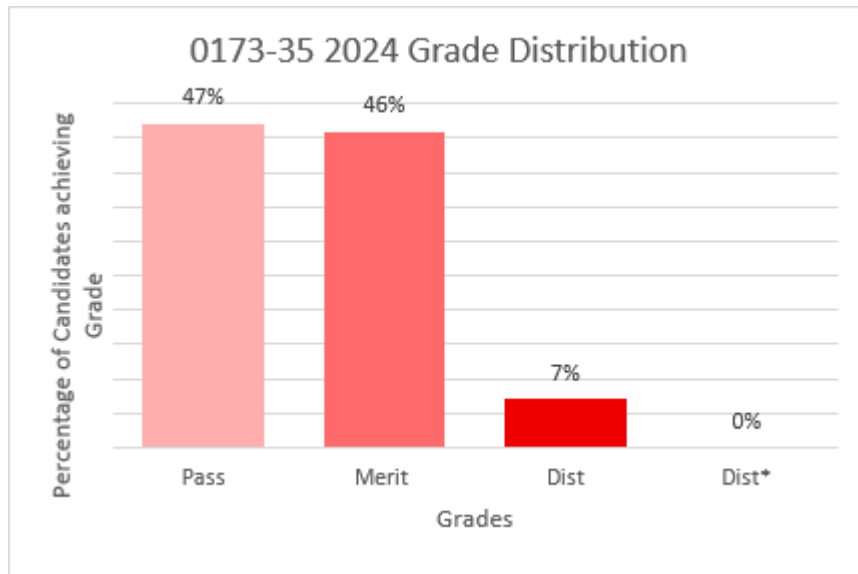
The document provides commentary on the following assessments:

- All pathways (Countryside, Game, Fisheries)
 - 0173-501/001 Land and Wildlife Management – Theory Exam.
 - March 2024 (Spring)
 - June 2024 (Summer)
 - 0173-004 Land and Wildlife Management – Synoptic Assignment

Qualification Grade Distribution

Level 3 Advanced Technical Diploma in Land and Wildlife Management

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 Exam

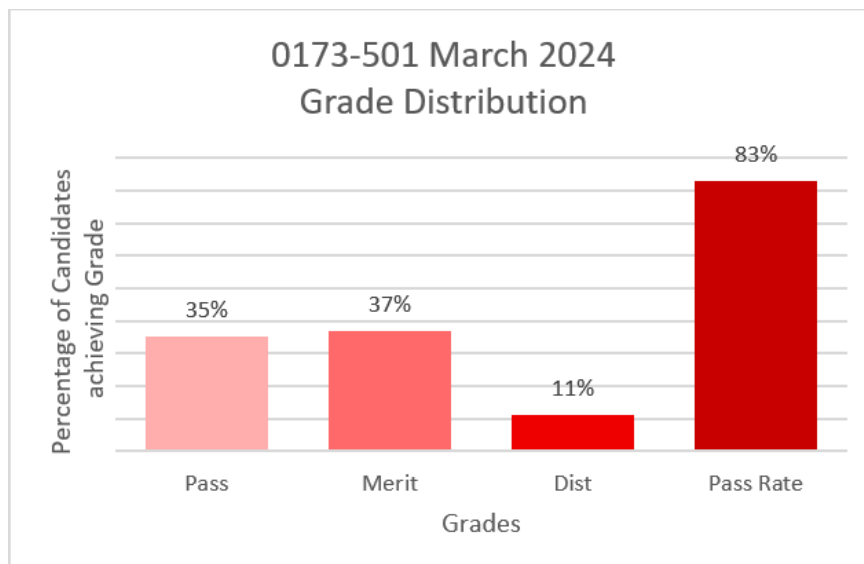
Grade Boundaries

Assessment: **0173-501/001**
Series: **March 2024 (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:

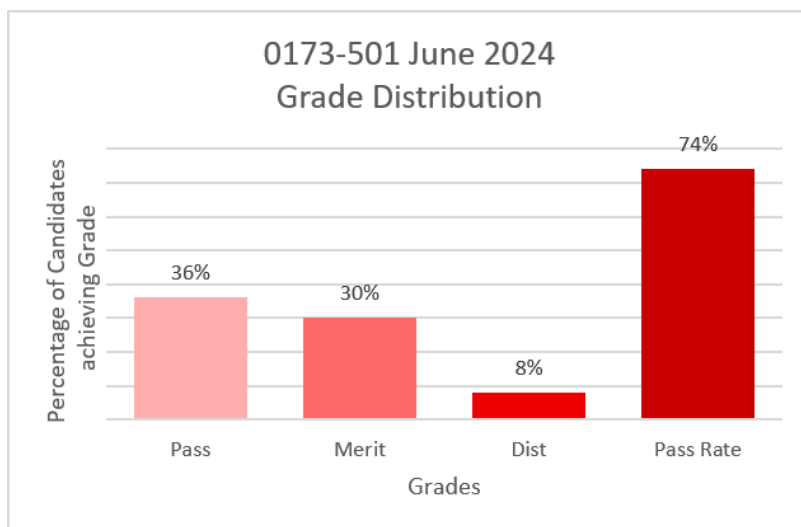


Assessment: **0173-501/001**
Series: **June 2024 (Summer)**

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

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

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 - Theory exam

Series 1 – March 2024

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 varying degrees of accuracy and depth. Overall candidates' performance on the paper was comparable to 2023.

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. Candidates that performed well in this examination demonstrated relevant knowledge in all three topics: Land based industry machinery operations (unit 303), population surveys, ecology and conservation (unit 304) and Undertake Estate Skills (unit 310). Some candidates' performance was stronger in the recall questions and there was a general briefness to explanations and discussions.

Areas of strength

- Safety requirements on land-based machinery
- The Badger Act
- Habitat management for trees
- Construction of the shed

Areas that proved more challenging

- Lifting Equipment and listing Equipment Regulations
- Justification of cutting mechanism for a hedge
- Characteristics of Biomes
- R-breeding in plants

Candidates generally performed well across the paper, particularly on practical-based questions in unit 303 Land-based industry machinery operations, though some candidates struggled on legalisation questions in this unit. Candidates were more challenged by unit 304 Populations surveys, ecology and conservation, most found questions relating to the characteristics of the r-breeding strategies in flora challenging. Candidate's performance on unit 310 Undertake estate skills was good, most candidates accessed full marks in a question requiring candidates to identify habitat management activities associated with trees and explaining the benefits of a specific material in the construction of a shed.

Extended Response Question (ERQ)

Candidates were required to discuss factors to consider, and techniques used to control invasive plant species along a stream. This question allowed candidates to demonstrate their breadth of knowledge and understanding of factors that must be considered when developing a suitable plan for the given scenario.

Candidates were awarded higher marks in this question when discussing all factors and correctly linking to the scenario. Lower marks were awarded when candidates only discussed the techniques that could be used without considering the stream. Candidate performance for this question was good, showing similar achievement as in previous years with most candidates achieving higher band 1 and lower band 2. Those that provided justifications for the techniques in the scenario and considered the stream in their responses achieved a band 3.

Centres are 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:
<https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/environment-countryside-and-conservation/0173-technical-in-land-wildlife-management#tab=information>

Previous papers and examiner reports will also assist centres and candidates to prepare for future examinations. These are available here:
<https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/environment-countryside-and-conservation/0173-technical-in-land-wildlife-management#tab=documents>

Series 2 – June 2024

The question paper difficulty was comparable to previous papers. 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 strong, 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.

Areas of strength

- Population dynamics
- Types of fencing
- Tool use

Areas that proved more challenging

- Health and Safety regulations
- K-breeding strategy in relation to plants
- Fragmentation

Candidates performed consistently across all units performing better on recall questions than on most AO2 questions except for those in 310 Estate Skills. Candidates attempted all questions, but they did not always engage with the command verbs, for example stating responses rather than fully explaining them. Characteristics of the K-breeding strategy in plants overall was poorly performed. Candidates frequently mixed up the two strategies (K-breeding and R-breeding) or directed answers towards animals instead of plants.

Extended Response Question (ERQ)

Candidates were required to discuss the factors and methods that should be employed to ensure that coppicing is undertaken sustainably. This ERQ allowed candidates the opportunity 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 poor with candidates mostly obtaining marks in band 1 and only a few achieving marks in band 2, and none achieving marks in band 3. Responses lacked breadth and depth across the units around the topic of coppicing. Many candidates did not seem to understand what coppicing was, or its effect as a sustainable woodland management tool.

Candidates attempted all questions but did not always engage with the command verbs, an example of this was stating responses rather than fully explaining them. This meant candidates did not always provide the detail required for the marks when asked for explanations, discussions, and justifications for AO2 questions.

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

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>

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Synoptic Assignment

Grade Boundaries

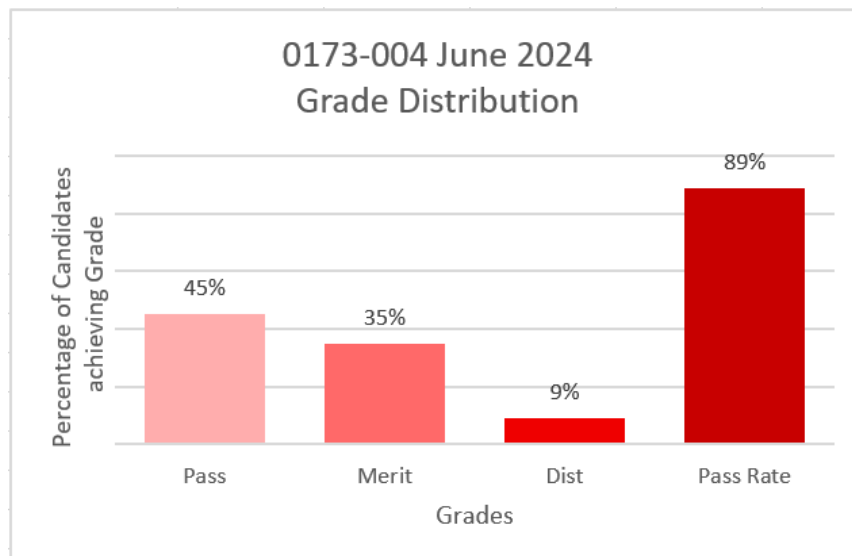
Assessment: **0173-004**

Series: **June 2024**

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

| | |
|------------------------------|-----------|
| 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:



Principal Moderator Commentary

The synoptic assignment contained three tasks and the brief centred around candidates employed as a Ranger by their local Wildlife Trust to take responsibility for the trust's flock of twenty sheep and fifteen cattle. Candidates were required to plan and undertake two fauna surveys, produce a report that discusses and evaluates the impact of countryside recreation on the open access site which is being managed by grazing. In addition, they were also required to carry out a risk assessment and undertake the construction, repair or maintenance of a boundary feature which will secure livestock.

Areas of strength

- Boundary maintenance

Areas that proved more challenging

- Survey report writing.
- Recreation affected by grazing
- Risk assessments

Themes that allowed for differentiation:

The synoptic assignment provided candidates the opportunity to display the breadth and depth knowledge and understanding applied to new scenarios. Differentiation was seen across the synoptic tasks.

Task 1

Candidates were required to plan and undertake two fauna surveys and produce a report of their findings. Candidates were required to use two of the following methods to carry out the survey: small mammal trapping (Longworth trapping), pit fall traps, and/or tracks and signs survey. The surveys were to be carried out in a location (grassland or heathland) which has been grazed by sheep and cattle to meet the requirements of the scenario. An appropriate site was to be identified by tutors prior to carrying out the assessment.

Centres choice of location and survey methods influenced marks awarded at moderation. Centres did not always provide sufficient time for surveys to produce results. The reports sometimes lacked attention to detail, and had an excessive use annotated photographs, graphs and charts.

Task 2

Candidates were required to produce a report that discusses and evaluates the impact of countryside recreation on the open access site which was being managed by grazing. Candidates did not always look at how recreation is affected by grazing, and focused more on explaining what conservation is.

Task 3

Candidates were required to undertake the construction, repair or maintenance of a boundary feature which would secure livestock. The choice of boundary type chosen by the centre influenced the how well candidates preformed for AO3. The range undertaken included hedge planting, hedge laying, post and wire, and post and rail fencing. The type of fencing chosen did not always provide candidates sufficient opportunity to demonstrate skills as the amount of work that a candidate could carry out was minimal. Risk Assessment templates were provided for this task, however there was confusion evident regarding the difference between a risk and a hazard

and risk, with insufficient control methods being identified (most often candidates just stated PPE).

Practical observations reported by Tutors on the Practical Observation Forms, were mostly clear at reporting 'how well' the candidate had performed, however; some centres need to relate comments more specifically to the marking grid, and the language to differentiate between a 'top of band' and 'bottom of band candidate. Centres must ensure that POF detail and CRF information concurs.

AO1 25% of marks: Candidates level of recall on survey methods and report writing was good and related to the task.

AO2 25% of marks: Overall the breadth of knowledge shown by candidates 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 recreational activities effected by local grazing. Practical tasks demonstrated understanding of the work carried out, and the safety implications via the risk assessment.

AO3 25% of marks: There was evidence that centres put greater emphasis on the estate maintenance task, than the survey tasks when marking holistically. The use of annotated photographs helped when the PO forms were vague and did not relate to the marking grid.

AO4 15% of marks: When viewed holistically, tasks allowed clear links between them, in addition to wider concepts from the curriculum. Higher marks were awarded when these links were explained as were marks in AO2.

AO5 10% of marks: There were inconsistencies in formatting, especially in reports which did not always include titles on images and risk assessments which were not always complete, or incomplete tasks.