

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

2024

**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 2024 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 2024 (Spring)
    - June 2024 (Summer)
  - 0173-004 Land and Wildlife Management – Synoptic Assignment

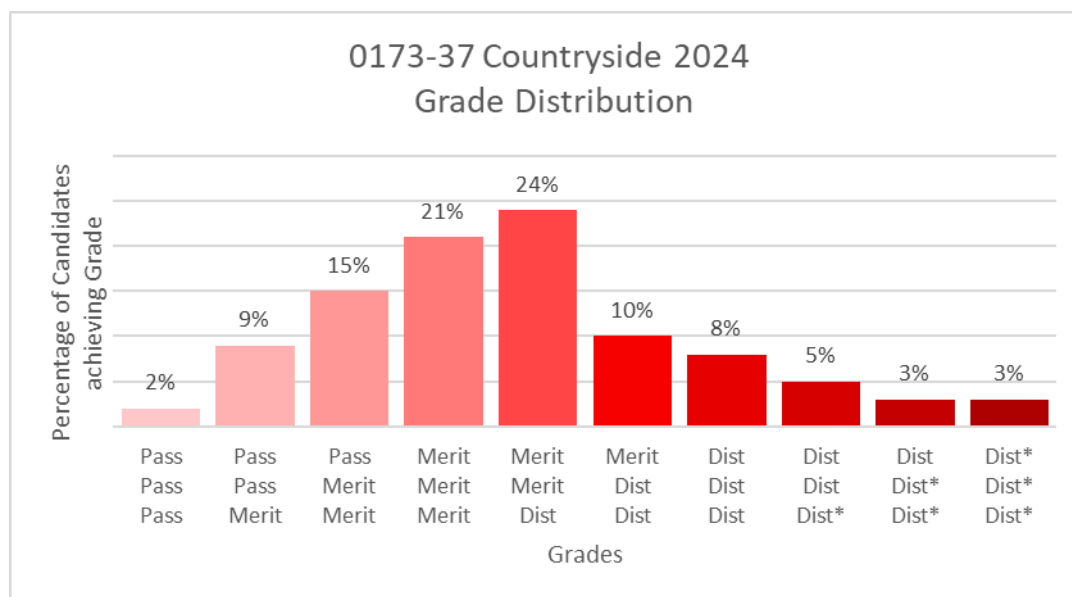
## Year 2

- Countryside
  - 0173-509/009 Land and Wildlife Management (Countryside) – Theory exam
    - March 2024 (Spring)
    - June 2024 (Summer)
  - 0173-010 Land and Wildlife Management (Countryside) – Synoptic Assignment
- Game
  - 0173-511/011 Land and Wildlife Management (Game) – Theory exam
    - March 2024 (Spring)
    - June 2024 (Summer)
  - 0173-012 Land and Wildlife Management (Game) – Synoptic Assignment
- Fisheries
  - 0173-513/013 Land and Wildlife Management (Fisheries) – Theory exam
    - March 2024 (Spring)
    - June 2024 (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

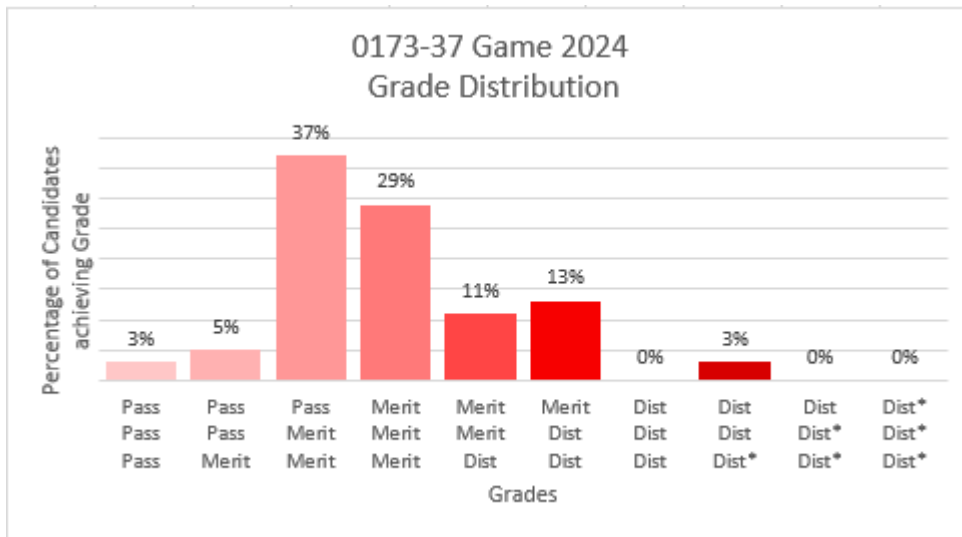
The grade distribution for this qualification is shown below:



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

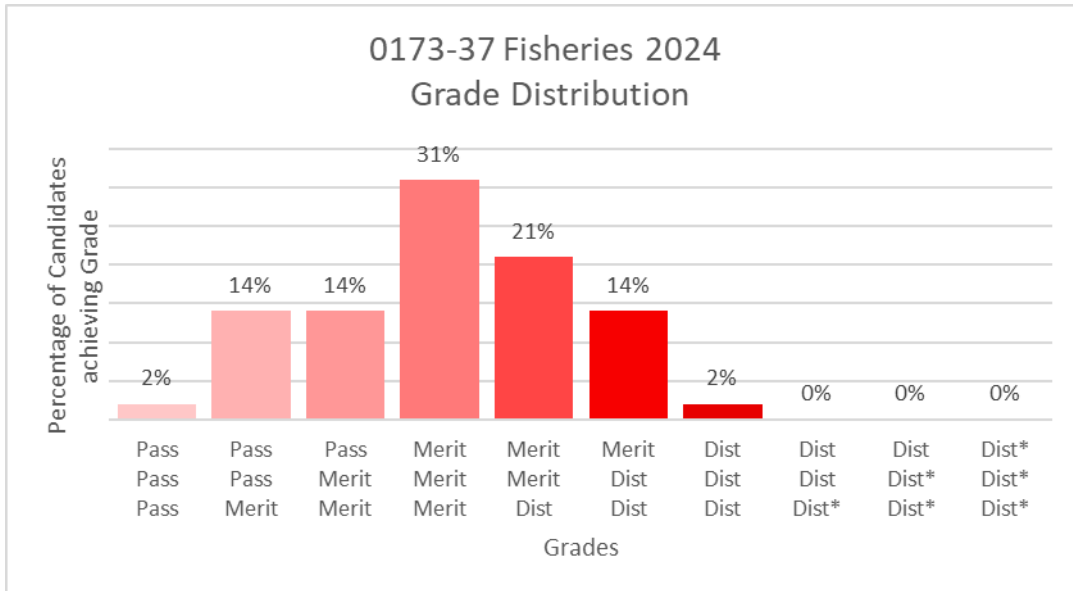
The grade distribution for this qualification is shown below:



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:



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 – Year 1

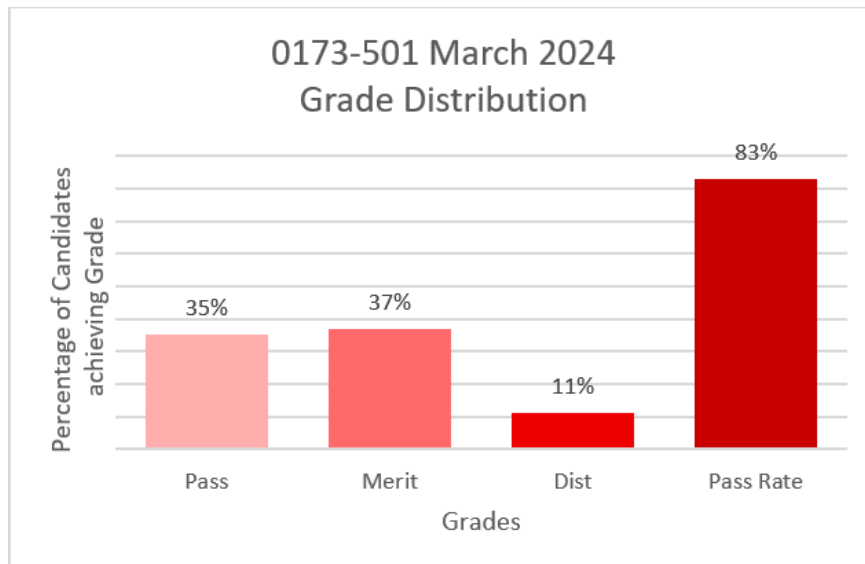
## 0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – All pathways

Assessment: **0173-501/001**  
Series: **March 2024 (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	25
Merit mark	33
Distinction mark	42

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



## Grade Boundaries

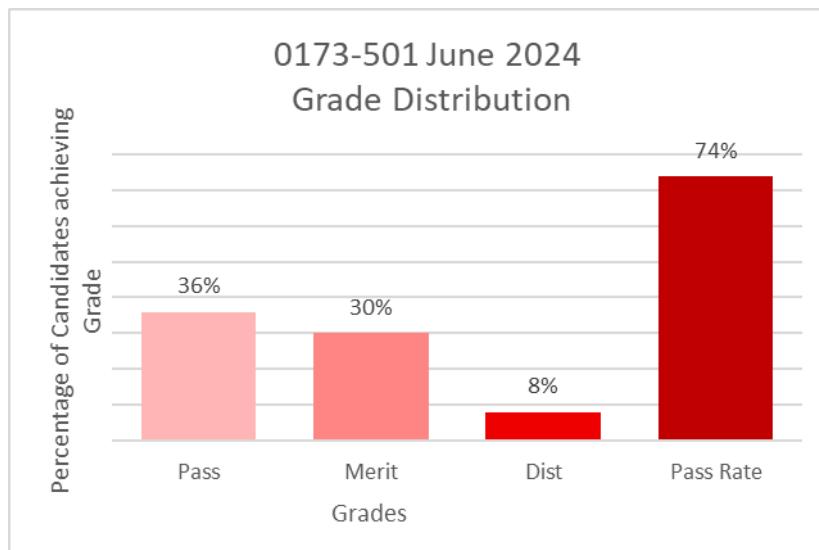
Assessment: **0173-501/001**

Series: **June 2024 (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	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, performance on 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:

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# Theory Exams – Year 2

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

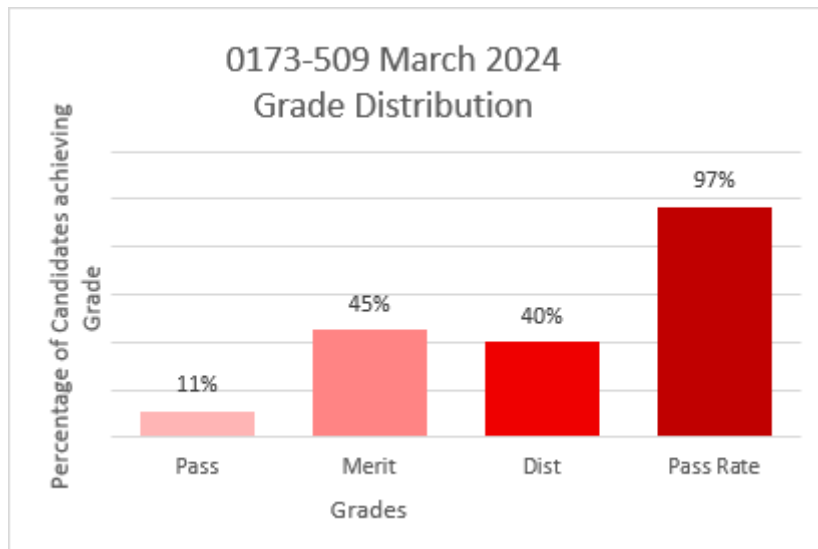
### Grade Boundaries

Assessment: **0173-509/009**  
Series: **March 2024 (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	25
Merit mark	33
Distinction mark	42

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

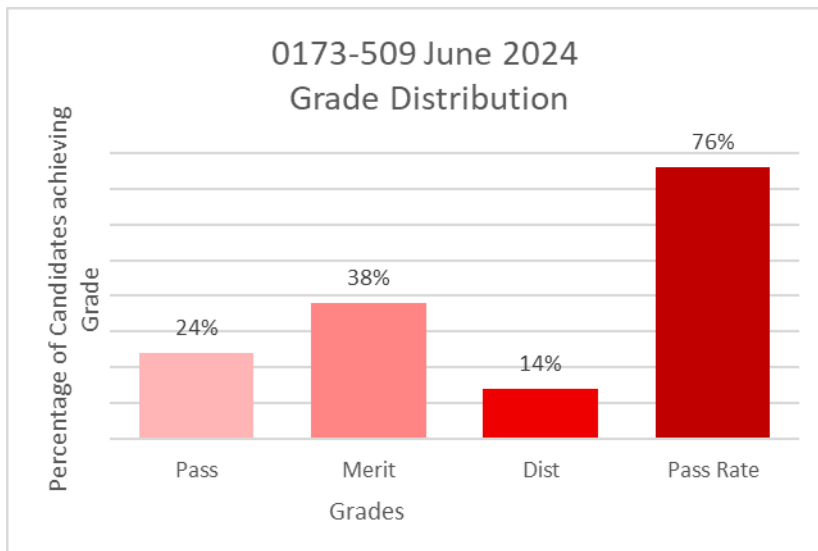


Assessment: **0173-509/009**  
Series: **June 2024 (Summer)**

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	33
Distinction mark	42

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



# Chief Examiner Commentary

## 0173-509/009 - Theory exam

### Series 1 – March 2024

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 was good. Overall candidates' performance was better than in March 2023.

The candidates who achieved higher marks answered all questions thoroughly and showed excellent breadth and depth of knowledge supported by relevant examples. Some candidate's performance was stronger in the recall questions and there was a general briefness to some explanations and discussions.

#### Areas of strength

- The carbon cycle.
- Methods of presenting data.
- Hand tools and coppicing.
- Rescores in a meta population.
- The hydrological cycle.

#### Areas that proved more challenging

- Formation of sedimentary rocks.
- Leaching effecting soil composition.
- Organic matter in soils.
- Microhabitats in woodlands.

Candidates generally performed well across the paper, particularly on practical-based questions in unit 307 (woodland habitat management). Candidates' performance varied across unit 306 (principles of physical and biological environmental processes) with many achieving full marks on a question relating to the hydrological cycle, however they were challenged by questions on leaching. Candidates struggled particularly on questions related to the impact of organic matter on soil composition. Candidates' performance on unit 318 (ecological concepts and application) was generally good, some candidates were challenged by questions on microhabitats, however many achieved full marks on questions relating to resource competition within a metapopulation.

#### Extended Response Question (ERQ)

Candidates were required to discuss the information required to formulate a management plan to create a woodland management plan and reduce soil erosion to a nearby river. This question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered to establish a new woodland and the techniques that could be used in the management plan. There was an improvement in candidate responses compared to previous series with candidates planning their responses before answering. Candidates considered the issues in the scenario well. Some candidates concentrated on established woodland management techniques therefore they did not provide sufficient breadth and depth to achieve marks in higher bands. Most candidates achieved upper band 1 and lower band 2. Candidates who discussed all aspects and considerations and used examples, provided sufficient breadth and depth of knowledge and understanding to achieve a 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.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:

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## Series 2 – June 2024

Assessment component: 0173-509/009

### Series 2 June 2024

The majority of candidates attempted all questions with greater success achieved in the knowledge-based questions (AO1) than those requiring explanations/descriptions (AO2), where most candidates failed to provide the detail required to demonstrate understanding.

The candidates who achieved higher marks answered all questions thoroughly and showed breadth and depth of knowledge backed up by relevant examples. Lower achieving candidates tended to give brief and listed answers to most questions. There was evidence of candidates not properly reading questions, which meant they missed out on marks. Candidates did not always engage with the command verbs, for example stating rather than explaining when the question required this. This meant they did not always provide enough detail when asked for explanations or discussions to access the full range of marks available.

#### Areas of strength

- What was needed for photosynthesis to take place
- Methods of maintaining a saw
- Comparing tree establishments methods

#### Areas that proved more challenging

- The effects wind has on climate and weather
- Characteristics of igneous rocks

#### Extended Response Question (ERQ)

Candidates were required to discuss factors to formulate a management plan including suitable sustainable management techniques in a local ancient semi-natural woodland on behalf of a woodland conservation organisation. The ERQ allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for developing a suitable plan for the given scenario. The question provided clear differentiation between candidates achieving marks at the higher and lower end of the scale. Overall candidate performance for this question was poor, with 71% of candidates achieving in Band 1. Candidates did not provide justifications for the techniques used, therefore no candidate achieved marks in Band 3. Many candidates did not refer to the scenario and therefore moved off topic, resulting in lower marks being awarded. However, there was some discussion for proposed actions which allowed some to gain higher marks in Band 2.

Candidates would benefit from practising examination techniques when preparing for this exam to familiarise themselves with the command verbs and utilise the information in the scenario to fully understand the requirements of the question prior to their attempts to answer. Explain questions require candidates to demonstrate reasons and justification to support the statements or show cause and effect within the answers. Practising how to plan their responses to extended Response Questions is also recommended.

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:

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

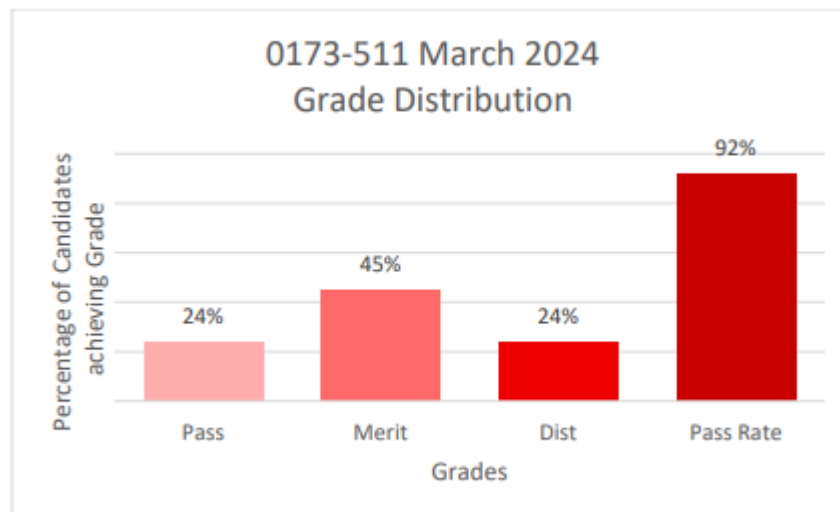
## Grade Boundaries

Assessment: **0173-511/011**  
Series: **March 2024 (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	24
Merit mark	33
Distinction mark	42

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

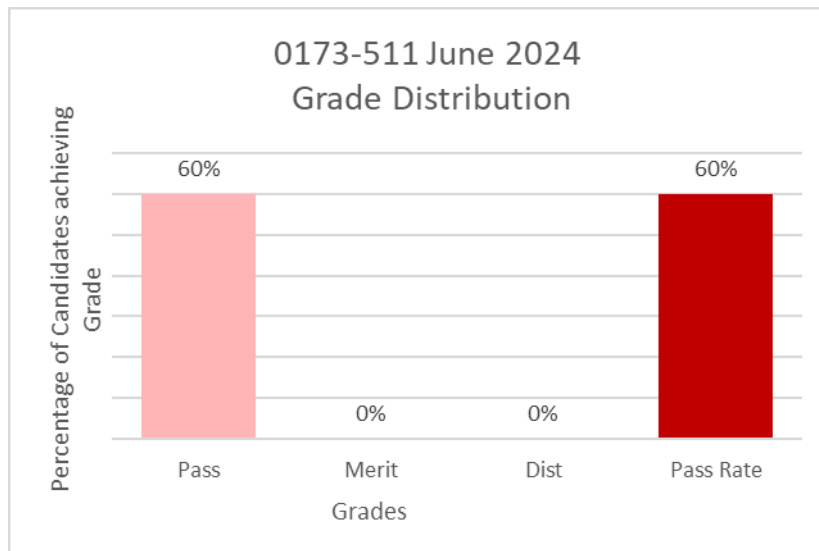


Assessment: **0173-511/011**  
Series: **June 2024 (Summer)**

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	24
Merit mark	33
Distinction mark	42

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



# Chief Examiner Commentary

## General Comments on Candidate Performance

### Series 1 – March 2024

The question paper was balanced and covered a range of knowledge and understanding from across units. Questions were answered with varying degrees of accuracy and depth, but generally, the standard of response was good. Overall candidates' performance improved compared to March 2023.

The candidates who achieved higher marks answered all questions, however they did not always access full marks in AO2 questions due to not responding to the depth required, or fully engaging with the command verb. Candidates who performed well in this examination demonstrated that they have relevant knowledge of environmental processes as well as the game units. Some candidates' performance was stronger in recall questions, however, there was a general briefness to explanations and discussions with candidates providing brief and bullet-pointed answers.

#### Areas of strength

- Domestic animals used as lethal pest control.
- Shotgun cartridge length.
- Bullet ricochet.
- External influences on game bird populations.
- Types of UK crow.
- Rail bird found in the UK.

#### Areas that proved more challenging

- Levels in a food chain.
- Acidification and future land use.
- How a ladder/crow cage is an effective trap.
- How hedge laying improves habitats.
- Categories of transferring firearms.

Candidates generally performed well across the paper, particularly on practical-based questions in unit 308 (pest and predator control), unit 309 (use of firearms in the environmental and land-based Sector) and unit 328 (ecology of gamebird species). Candidates' performance varied across Unit 306 (principles of physical and biological environmental processes) and they struggled particularly in the categories of transferring firearms and shotguns.

#### Extended Response Question (ERQ)

Candidates were required to discuss the priorities for integrating arable farms into an existing shoot and the benefits of managing the larger area. The extended response question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for the benefits and priorities of the given scenario.

Most candidates provided details of a comprehensive range of benefits and priorities meeting band 2 descriptors and showing a great improvement to previous year's response. There were good justifications for their responses, showing breadth and some depth in places, but most lacked the reasoning and critical thinking required to achieve marks in Band 3.

Candidates would benefit from practising examination techniques when preparing for this exam, to familiarise themselves with the command verbs they may encounter, and fully understand the requirements of the question before attempting to answer. Explain questions require candidates to provide reasons and justifications to support the statements, or to show cause and effect

within the answers. Candidates would also benefit from practising how to plan extended response questions.

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

### Areas of strength

- Scat identification
- Setting a fox snare
- Game bird identification
- Equipment used in surveys

### Areas that proved more challenging

- Carbon cycle
- Effects of acidification
- Rules about lending firearms

### Extended Response Question (ERQ)

Candidates were required to discuss factors and methods that should be employed to develop a wetland that is currently grassland into a wildfowl and wader shoot. The question provided 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. All candidates obtained marks within band 1 for this series. No candidates accessed higher marks, as there was no holistic approach to the answers and therefore candidates did not fully engage with the question or provided relevant information.

Throughout the assessment candidates missed out on 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 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.

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:

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

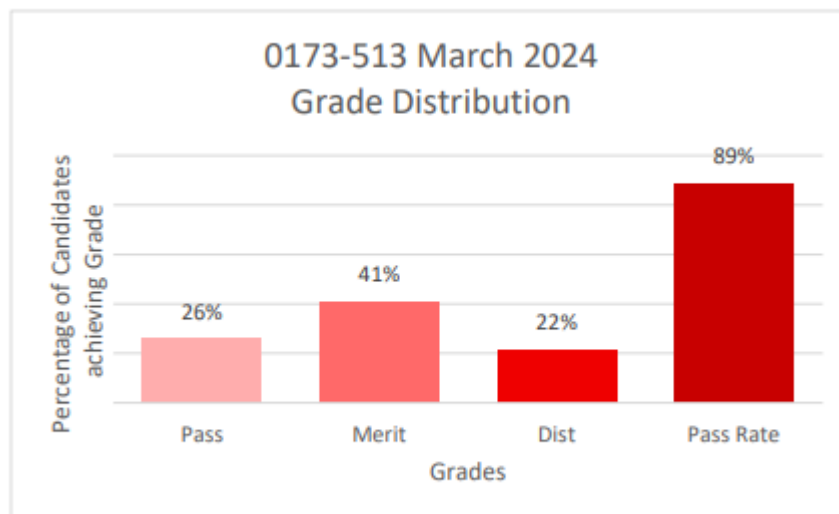
## Grade Boundaries

Assessment: **0173-513/013**  
Series: **March 2024 (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	24
Merit mark	32
Distinction mark	41

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



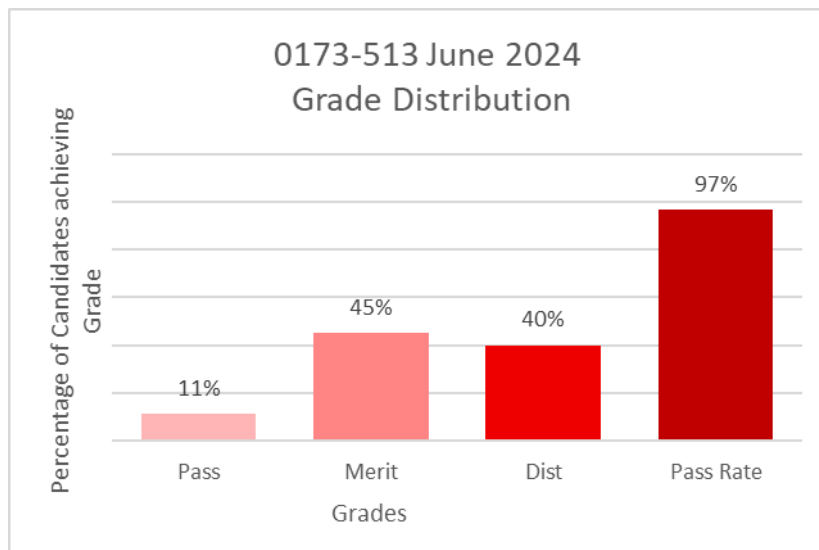


Assessment: **0173-513/013**  
Series: **June 2024 (Summer)**

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	24
Merit mark	32
Distinction mark	41

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



# Chief Examiner Commentary

## General Comments on Candidate Performance

### Series 1 – March 2024

The question paper was balanced and covered a range of knowledge and understanding from across units. Questions were answered with varying degrees of accuracy and depth. Candidates who performed well demonstrated that they have suitable fisheries knowledge and showed a good level of recall of knowledge on the behaviours in fish. The 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 questions on fish biology than in fish health and environmental processes. Some candidates' 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.

#### Areas of strength

- Types of rock
- Hydrological cycle
- Organ function
- Fish behaviour

#### Areas that proved more challenging

- Leaching in soils
- Taxonomic classification of fish
- Nutritional disorders
- Pathology of bacterial infections

Candidates performed well in some aspects of unit 306 (principles of physical and biological environmental processes), with many of the candidates achieving full marks on questions relating to rock types and the hydrological cycle. Candidates performed well in unit 312 (fish biology) with some candidates achieving full marks on organ functions and behaviours in fish. Candidate performance on unit 344 (fish health) was good across the majority of the unit and most candidates achieved full marks on questions relating to the life cycles of fish parasites. Some candidates struggled AO2 questions, where they were required to show more depth this included questions in unit 306 eg questions on leaching in soils and the carbon cycle. They also found questions relating to the basic taxonomic classifications of fish in unit 312 challenging.

#### Extended Response Question (ERQ)

The ERQ required candidates to discuss, justify and advise a landowner who wants to develop still water angling on an arable farm. This question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered and advice to be given. Some candidates struggled to understand the issues and advice required and did not provide a structured discussion. Many candidates struggled to provide suitable justifications and gave little discussion for proposed actions, which resulted in the majority of candidates achieving marks in upper band 1 and lower band 2.

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.

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:

<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:

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## Series 2 – June 2024

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

### Areas of strength

- Energy transfer in a food chain
- Normal behaviour of fish in their breeding cycle
- Vertebral deformities in fish

### Areas that proved more challenging

- Energy transfer in a food chain
- Aerobic and anaerobic respiration
- Factors that influence both climate and weather
- External sensory features of a fish
- Functions of scales
- Temperature and the physiological systems of fish
- Definition of Zoonotic disease
- Biosecurity method to manage fungal infections

### Extended Response Question (ERQ)

Candidates were required to discuss how possible changes in a river's environment affect fish species, their habitats and health as the river rises into the mountains and travels through various types of land use. The question allowed candidates the opportunity to demonstrate their breadth of knowledge and understanding of factors to be considered when developing a suitable plan for the given scenario. The minimum mark for this question was 2 marks (mid band one), and 50% candidates achieved band 2 (mid band 2) in their marks. No one achieved marks in band 3.

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: <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>

# Synoptic Assignments – Year 1

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

### Grade Boundaries

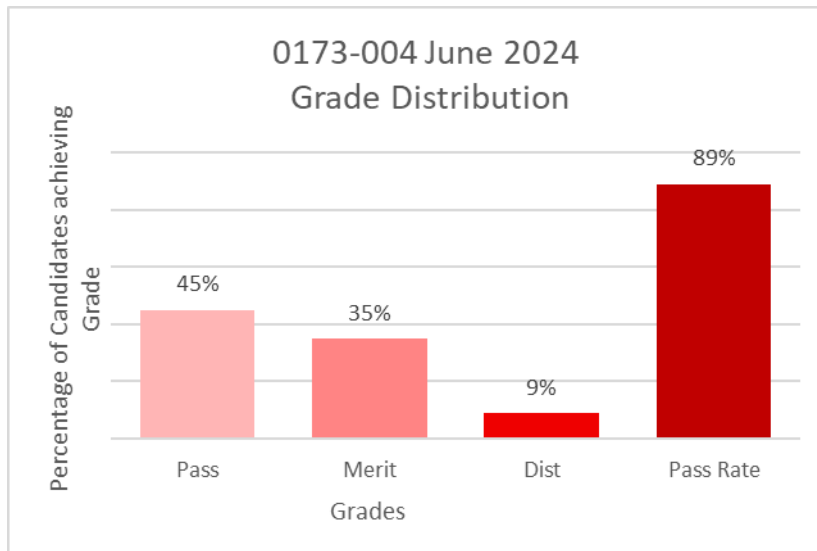
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: **0173-004**

Series: **2024**

<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

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.

# Synoptic Assignments – Year 2

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

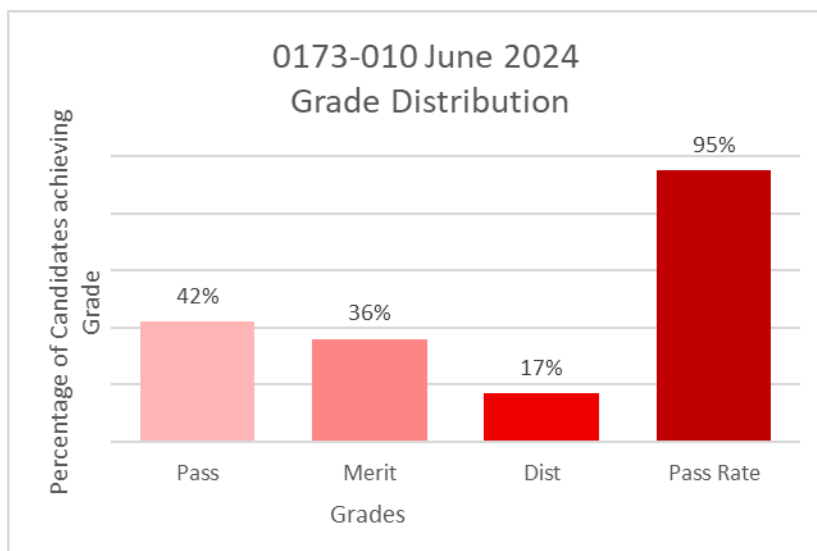
### Grade Boundaries

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

Assessment: **0173-010**  
Series: **2024**

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	34
Distinction mark	44

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





## Principal Moderator Commentary

The synoptic assignment brief centred around candidates working as a Field Operative for the Environment Agency/Natural Resources Wales. Tasks included planning and carrying out a survey on a fresh water habitat and producing a report on findings, produce interpretative material, produce a plan for a lotic freshwater conservation task, and to carry out the practical conservation management task. PO forms were varied with many comments not being restricted to the specific AO and commentary being more holistic. The presentation of photographs helped with the understanding of the tasks undertaken. CRFs mostly listed tasks in order rather than providing a holistic overview.

### Task 1a

Candidates were required to plan and carry out survey a 5-metre section of lotic fresh water habitat to understand its ecological characteristics. Candidates often produced plans for the survey which were often incorporated or copied for the report in task 1b. Field notes and annotated photographs were of a mixed quality. There was allowance for group teamwork due to safety concerns, however centres must ensure that all work should be recorded by each individual. Where this was not the case then candidates were limited on how they could demonstrate their knowledge and understanding and practical skills.

### Task 1b

Candidates were required to produce a report presenting their survey results via written and visual presentation of data which included graphs, maps and any potential sources of error. Standard report writing was used and the plan from Task 1a was used or repeated here. Most candidates followed the task requirements, however graphs and charts were not always fully integrated into the report.

### Task 2

Candidates were required to produce a relevant example of interpretation for the site, using appropriate information gathered from Tasks 1a and 1b to present to the international delegates mentioned in the brief. Posters, leaflets, interpretive broads and PowerPoint presentations were all used throughout the cohort; however, many did not consider the foreign delegates, or use using the data they found in the river.

### Task 3a

Candidates were required to produce a plan for a lotic freshwater conservation task, which could be undertaken by the international delegates. Some plans were very similar to the actual work undertaken in Task 3b, whilst others did not fully meet the tasks remit and were more general conservation work. Although all candidates produced a list of resources and equipment, many did not state quantities or take into consideration the skill level of the delegates, or any language barriers, this was most evident in the various examples of hazard and risks identified.

### Task 3b

Candidates were required to carry out the practical conservation management task. The commentary in the PO forms did not always reflect evidence in photos and annotations.

AO1 10% of marks: Candidates were able to choose correct equipment and demonstrated use for carrying out survey work well, with some following recognised organisational survey formats. Risk assessments produced were not always used effectively. The recall of interpretation production and content varied between higher and lower scoring candidates. The use of annotated photographs also helped to differentiate between learners.

AO2 25% of marks: Overall the breadth of knowledge seen was good but the depth of understanding and linking wider concepts varied greatly. This was demonstrated in the write up of the survey results, the production of interpretation and planning of a conservation task.

AO3 30% of marks: The comments on the PO for AO3 were copied on to the CRF as individual tasks rather than being used holistically, with some centres using wording from the marking grid and providing examples of good and bad practice. The use of annotated photographs either confirmed or contradicted the statements on the PO forms.

AO4 20% of marks: The tasks when viewed holistically allowed to clear links between the tasks and brought in wider concepts from the taught curriculum. Higher marks were awarded when these links were explained as were marks in AO2, linking the proposed interpretation to the survey results rather than making generalised comments.

AO5 15% of marks: There were inconsistencies in formatting in reports with some missing titles on images, and some having incomplete risk assessments that showed poor attention to detail.

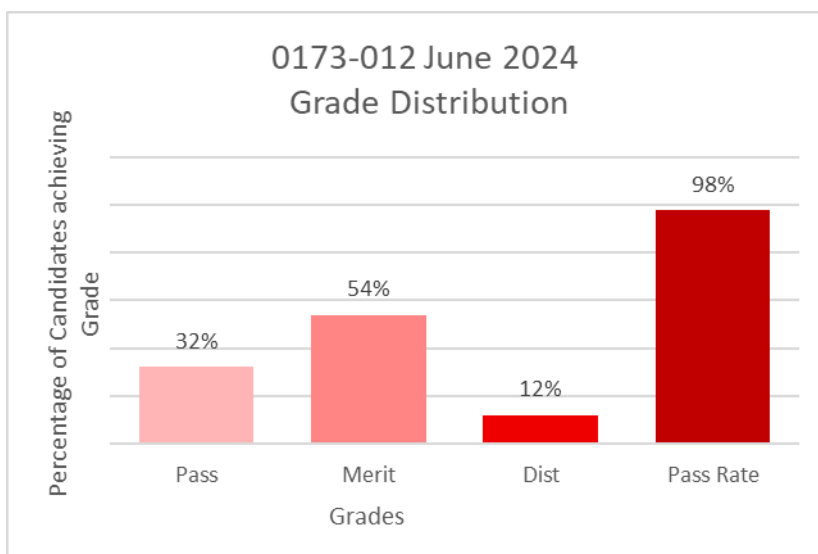
## Grade Boundaries

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

Assessment: **0173-012**  
Series: **2024**

<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 synoptic brief involved four tasks centred around candidates working as a gamekeeper on a sporting estate with extensive wetland areas. Candidates were to carry out a range of investigative tasks to identify quarry species currently on the estate, and to improve habitats to benefit the species found, in addition to encouraging the next generation by passing on knowledge of safe and correct shotgun usage. The assessment covered a wide variety of outcomes from the units being assessed and allowed each candidate to draw on their wider knowledge of game and countryside management to respond to the task set.

### Areas of strength

- Use of shoot guns
- Wildfowl surveys
- Quarry species protection

### Areas that proved more challenging

- Presentation on shoot guns
- Presentation of survey information in a poster
- Planning for habitat management task

### Themes that discriminated between candidates

The written tasks helped discriminate between candidates and lead to greater marks in AO4 from the topic they covered than the practical tasks. There were no main issues with the tasks, but the site where the survey was carried out did influence candidates' analysis of survey results.

### Task 1a

Candidates were required to produce a presentation for a young shots day which included information on the working parts of a shotgun, shotgun ballistics, types of shotgun ammunition and legislation controlling the use, ownership and storage of shotguns. Many candidates did not use the format well and the extra notes required did not demonstrate depth and breadth of the requirements.

### Task 1b

Candidates were required to demonstrate safe shooting, using clay targets, to a young shot group and narrate their actions to demonstrate how to safely shoot. Practical observation evidence linked to AO3 whilst still providing opportunities to gain marks in other AOs.

### Task 2a

Candidates were required to plan and carry out two Wetland Bird Surveys in one freshwater area. Some of the sites chosen by centres had very few wildfowl present, however this should not have an impact on the task.

### Task 2b

Candidates were required to review and compare the results of the surveys carried out in Task 2a and present findings as an informative poster to be displayed at the young shots event. The quality of the posters varied greatly as did the required content.

### Task 3

Candidates were required to create a report on how to protect the species identified in their surveys, including information on quarry species, protection from predation by locally occurring avian and mammalian species, legal status and lethal and non-lethal methods that can be used. Many candidates missed out vital information in these reports.

#### **Task 4**

Candidates were required to create a plan for a habitat management task to benefit game species and to be carried out by a group of 8 young shots. Plans often did not include the number of tools and equipment needed for 8 young people.

AO1 20% of the marks: Having access to research notes helped candidates on some tasks notably tasks 1a, 2a, 2b and 4 especially as practical elements relied on memory.

AO2 25% of the marks: Clear understanding in both written work and practical applications resulted in higher marks being allocated, however where written work was confused and not task specific, lower marks were awarded.

AO3 30% of the marks: Most candidates performed well in the shooting tasks; however, this was combined holistically with performance on surveys to achieve the overall AO3, marks. Most candidates' performance was stronger in the shooting tasks, than in the survey task. Centres appeared to give more weight to the shooting task than the survey when allocating AO3 marks.

AO4 15% of the marks: When viewed holistically, tasks 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 AO2 marks.

AO5 10 % of the marks: There were inconsistencies in formatting in reports with some missing titles on images, and some having incomplete risk assessments that showed poor attention to detail.

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

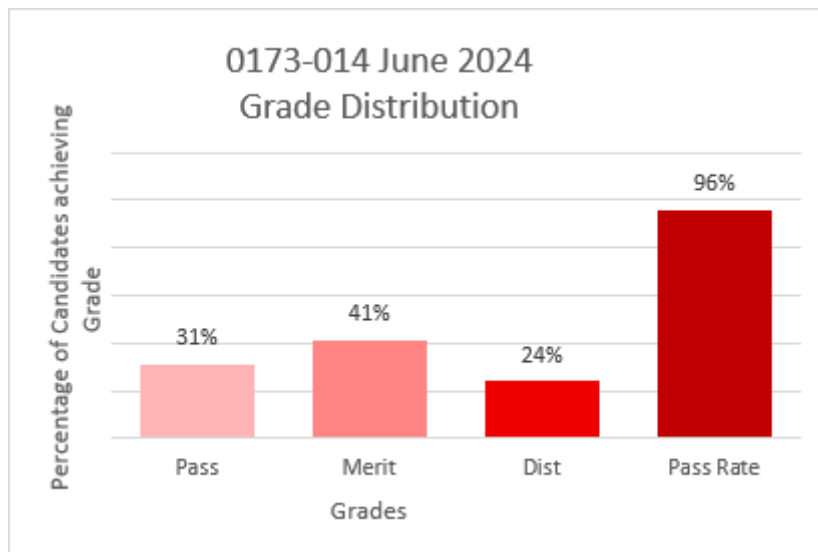
## Grade Boundaries

Assessment: **0173-014**

Series: **2024**

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	34
Distinction mark	44

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



## Principal Moderator Commentary

The synoptic assignment brief centred around candidates working as river keepers for a section of a river which offers opportunities for game and course fishing. Candidates were required to carry out tasks to learn about the health of the river and its energy transfers and to generate ideas on how to make the fishery more appealing to new and existing customers.

### Areas of strength

- Fish and invertebrate survey
- FR2 form
- Risks re online trout fishery

### Areas that proved more challenging

- Risk assessments
- Poster re food webs etc
- Presentation of responses.

### Themes that differentiated candidates

The risks identified for the online trout fishery (Task 4) and whether or not this was linked to the survey results on water quality candidate's surveys differentiated between lower and higher marked candidates.

### Task 1a

Candidates were required to undertake an invertebrate river survey to record water quality. This task was to be carried out by each candidate individually but could be carried out in a small team for safety reasons. The photographs of species from this task could be used in subsequent tasks. The practical observation forms should reflect the individual candidate's performance therefore if tasks were being carried out in a team, job rotation is required for each candidate to demonstrate their ability.

### Task 1b

Candidates were required to complete an FR2 form and undertake a quantitative fish survey on the river. The practical observation forms should reflect the individual candidate's performance therefore if tasks were being carried out in a team, job rotation is required for each candidate to demonstrate their ability. Attention to detail was lacking in the completion of some sections of the FR2 form, and it is important to choose a method of fish capture that all candidates had an equal opportunity to demonstrate their skills.

### Task 1c

Candidates were required to write a report on the health of the river, interpreting the results from the surveys carried out in Tasks 1a and 1b. Some candidates did not use their results from the surveys carried out in Tasks 1a and 1b, however reported in general terms lost out on marks as they did not follow the brief of the task.

### Task 2

Candidates were required to Produce a poster showing energy transfer and both a food chain and web for the river surveyed. Poster which did not fulfil the brief or did not use the results from the survey but had general facts were mark down by moderation if the centre had not commented on this.

### Task 3

Candidates were required to create a poster to demonstrate a food chain, a food web and associated transfer of energy typical of what could be found within the river sampled in Tasks 1a and 1b. This task was given to candidates at the same time as Task 1, to ensure that candidates could take suitable photographs whilst carrying out surveys. The quality of the photographs presented impacted candidates' performance in this task.

#### **Task 4**

Candidates were required to write a report to explain the potential risks of an online trout farm to a river fishery and how those risks can be managed. The level of detail in these reports varied throughout the cohort.

**AO1** 20% of the marks: There were recall opportunities in all the tasks in this assignment, based around the survey results and water quality. It is important for candidates to recall how the details were to be presented in other tasks as this affected marks in AO5 as well.

**AO2** 20% of the marks: There were similar opportunities to show both breadth and depth of understanding across the tasks and linking understanding to demonstrate AO4.

**AO3** 30% of the marks: The PO forms should have been brought together on the CRFs, however often each task was recorded individually and not holistically across the whole assignment.

**AO4** 20% of the marks: There was a good opportunity to link all the tasks together throughout the assignment, and for candidates to draw on extra curriculum knowledge.

**AO5** 10% of the marks: There were inconsistencies in formatting in reports with some missing titles on images, and some not completing tasks fully.