

0174-21 Level 2 Technical Certificate in Forestry and Arboriculture

2019

Qualification Report

Contents

Introduction	3
Qualification Grade Distribution	4
Theory Exam.....	5
Grade Boundaries	5
Chief Examiner Commentary.....	6
Synoptic Assignment	7
Grade Boundaries	7
Principal Moderator Commentary	8

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.

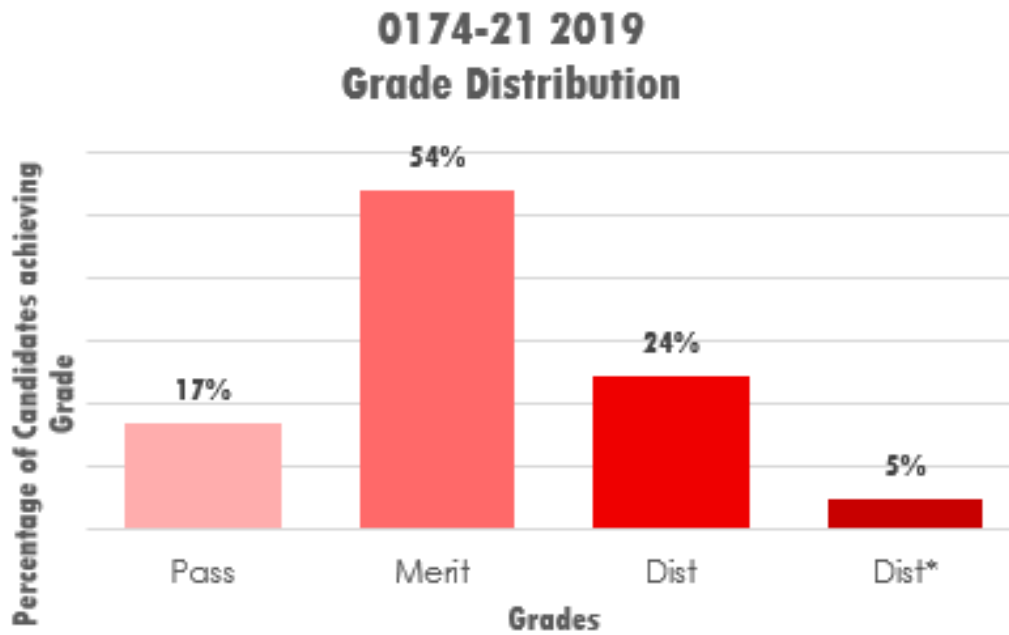
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 0174-523 Level 2 Forestry and Arboriculture – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- 0174-022 Level 2 Forestry and Arboriculture – Synoptic Assignment

Qualification Grade Distribution

The approximate 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

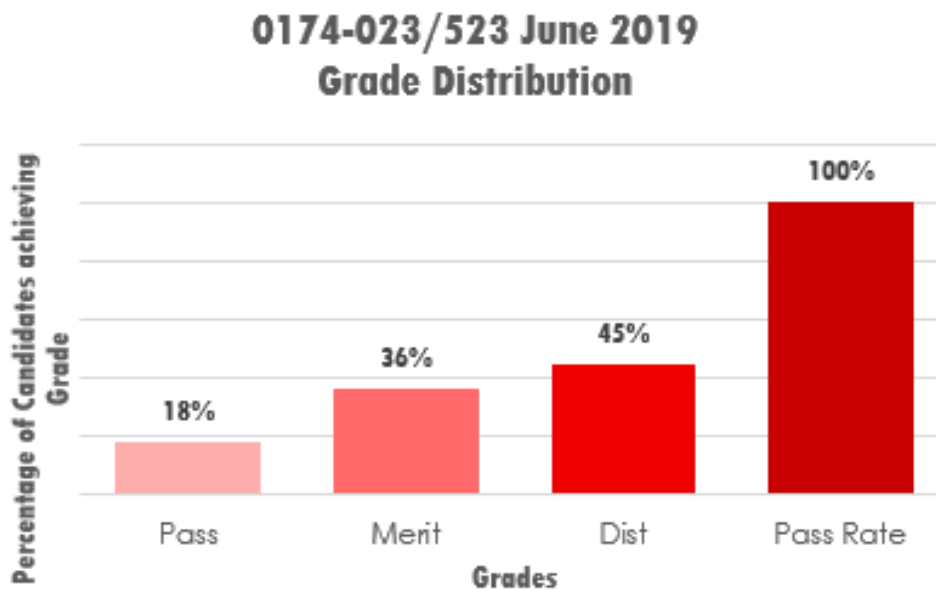
Grade Boundaries

Assessment: 0174-523/023
Series: March 2019 (Spring)

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

Total marks available	40
Pass mark	17
Merit mark	23
Distinction mark	29

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



Chief Examiner Commentary

0174-523/023 Level 2 Forestry and Arboriculture - Theory exam

Series 1 March 2019

The paper was set at the appropriate level, was consistent with the test specification and featured a mixture of AO1 recall, AO2 understanding and AO4 applied knowledge questions. The terminology and technical content assessed in the question paper was to the correct level 2 standard.

The following units were covered in this assessment:

- Unit 202: Introduction to the forestry and arboriculture sector
- Unit 203: Environment and conservation
- Unit 205: Introduction to plant science
- Unit 206: Tree establishment.

Most candidates performed well in the exam and showed a good range of knowledge from across the qualification. Candidates demonstrated the strongest performance on questions relating to unit 203 whilst the weakest performance was on questions relating to unit 206.

Most candidates scored well on the AO1 recall and the AO2 understanding questions while the AO4 applied knowledge questions differentiated between the more able candidates. Some candidates missed marks on questions where careful reading was required, particularly the AO4 questions. These questions covered a range of content from across all the four units above. Candidates were required to demonstrate their knowledge and understanding from a range of topics in an integrated approach when attempting these questions.

0174-023 version C

The paper was pitched at the right level and covers different topics across the syllabus albeit quite simplistic. It has many simple questions and seems easier than the March 19 paper. Some questions are too generic or with simple distractors, with some stretching question too. The style of questions is relatively repetitive. It is perceived that a certain number of AO2 questions is borderline AO1. Integrated questions are appropriately challenging. Compared to vA2 and vB2, in this paper the distractors are less effective as they are more conspicuous as the wrong answers. In general, this paper is marginally easier than vA2 and vB2 (incl March) papers. All questions were confirmed as valid and technically correct.

0174-023 version D

The paper was pitched at the right level and covers topics across the qualification. It is comparable to vC in the way that it has straightforward questions that don't require too much processing. It does, however, contain a number of short questions and therefore seems easier than vA2 and vB2. Style is relatively repetitive. It is perceived that some AO2 questions are borderline AO1. Integrated questions are appropriately challenging. Compared to vA2 and vB2, in this paper the distractors are less effective, but more subtle than in vC which requires some more deeper thinking. In general, this paper is marginally easier than vA2 and vB2, and broadly comparable to vC.

Synoptic Assignment

Grade Boundaries

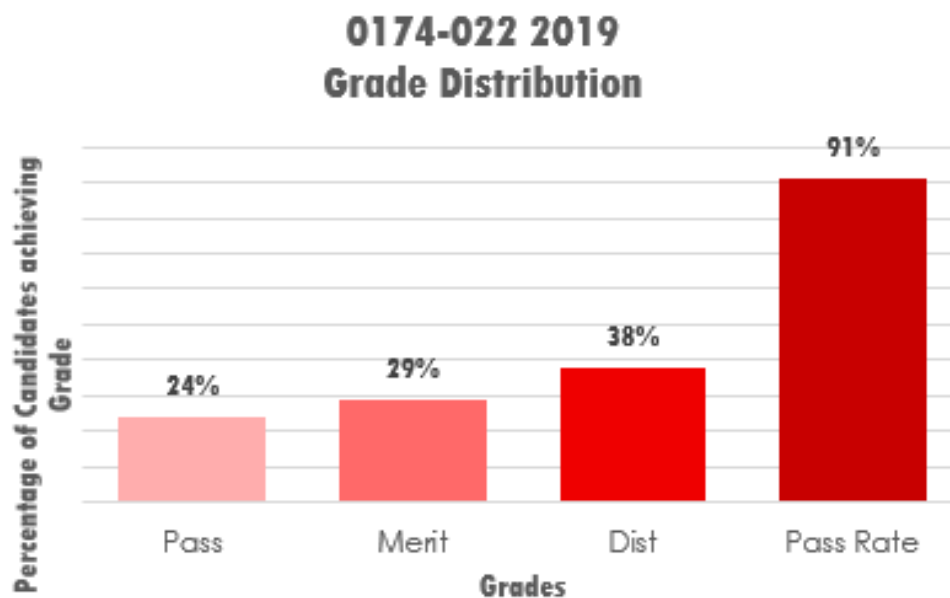
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 0174-022

Series: 2019

Total marks available	60
Pass mark	23
Merit mark	31
Distinction mark	40

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



Principal Moderator Commentary

Comments on centre administration

All centres uploaded candidate evidence and supporting documentation to the moderation portal in a timely fashion with minor errors which were corrected quickly through contact with the centres. For future uploading of candidate evidence it is recommended that centres use a single PDF document rather than multiple folders.

There was a variety of risk assessment templates used with some more appropriate than others. Centres placed a significant reliance on candidates completing a pro-forma risk assessment template, which in some cases was partially pre-populated with information and restrictive in its format. This did not allow or encourage candidates to demonstrate their knowledge and understanding of the relationship between hazard, risk and control measures. There was also some confusion as to what a task-specific and site-specific risk assessment is.

Overall performance of candidates compared to expectations

There was a range of abilities demonstrated from the evidence produced at each centre. Some centre-produced templates used may require re-modelling, as they did not always allow the candidate to demonstrate knowledge and understanding effectively within their site survey, site map and aftercare plan. The presentation of much of the written work was untidy and not particularly well labelled which made marking difficult.

Provision of evidence for moderation

Candidates evidence was variable across the range of assessment outcomes but in most cases was sufficient to enable appropriate marking and moderation. Also the risk assessment templates produced by centres varied in design however some were over complicated and restricted higher ability learners from demonstrating wider knowledge. Centres that used electronic templates meant that learners were able to provide a greater depth of information.

Assessor generated evidence was generally good and made good use of the CRF and the Practical observation form in the synoptic pack. Some markers need to provide a more in-depth narrative linked to the terminology used in the marking grid to enable meaningful moderation.

Photographic evidence was mainly produced for the practical planting task but would be more valuable if each photograph carried annotation or associated captions explaining what the photo showed in relation to the Assessed Outcomes. For example: Fig 3 shows Candidate A, adjusting the fastening on the tree shelter which demonstrates attention to detail (AO5).

General overview of assessor alignment

Moderator and assessor alignment was good in most cases with the exception of AO3 which was, in some cases, noted as disproportionately marked either down or up within the CRF.

Performance of against Assessment Outcomes (AOs)

AO1 Recall of knowledge related to the qualification LOs

Candidate evidence was generally good for this outcome, demonstrated primarily by the candidates themselves in task 1 (site survey and sketch map) as the task was completed well in most occasions with stronger candidates having the ability to record additional information while less able learners demonstrated far less detail.

Some centres/observers produced very comprehensive narratives of practical performance relating to AOs whilst others were adequate, but could be improved.

Much of the evidence for conduct a risk assessment was not sufficiently candidate driven, most centres placed a heavy reliance on pre-prepared risk assessment templates. This resulted in candidates not being able to fully demonstrate knowledge and particularly sufficient understanding. Many risk assessment templates supplied tended to be too complex or attempted to cover too many operations.

AO2 Understanding of concepts theories and processes relating to the LOs

Evidence for this outcome was mostly found within tasks 1 (site survey and sketch map), 2 (planting plan) and 4 (planting and aftercare) with good evidence coming from tutor notes and observation forms.

All tasks allowed candidates to demonstrate understanding to a certain level. The information gathered during the site-survey demonstrated different levels of understanding between candidates as expected.

AO3 Application of practical/technical skills

Candidates were mostly performing well as noted within the POF. There was an expected range of abilities between candidates however, few were highlighted as fluid or practiced indicating that they were not as well experienced at planting trees as could be.

For planting trees very few learners demonstrated an ability to do this to a high standard possibly indicating they are less practiced in this than other practical areas of their course.

Photographs were supplied by most centres to support the practical activity but none of the photos were supported by notes saying what the photo was showing, which reduced them to the level of mere illustrations. All photos should have captions stating what is going on and how that relates to the assessment or learning outcome.

AO4 Bringing it all together- coherence of the whole subject

This AO was marked correctly for most candidates with close alignment with the Moderators comments. There was good evidence for this outcome contained in the practical task (task 4) and in the planting plan for task 2.

AO5 Attending to detail/perfecting

Candidates' attention to detail was more apparent when observed in the practical task rather than in the production of maps or the planting plan. The exception to this were the candidates with higher academic capabilities who are progressing onto level 3 programmes. However, some of those candidates did not perform so well in the practical task.

Planting and aftercare plans varied also with some centres not covering a 2 year period while others used a table showing the seasonal times that each aftercare activity would occur.