

0174-012/512– Level 3 Advanced Technical Extended Diploma in Forestry and Arboriculture (1080)

March 2020

Examiner Report

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Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and 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 the **March 2020** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;
0174-012/512– Level 3 Advanced Technical Extended Diploma in Forestry and Arboriculture Theory Exam (1).

Theory Exam – March 2020

Grade Boundaries and distribution

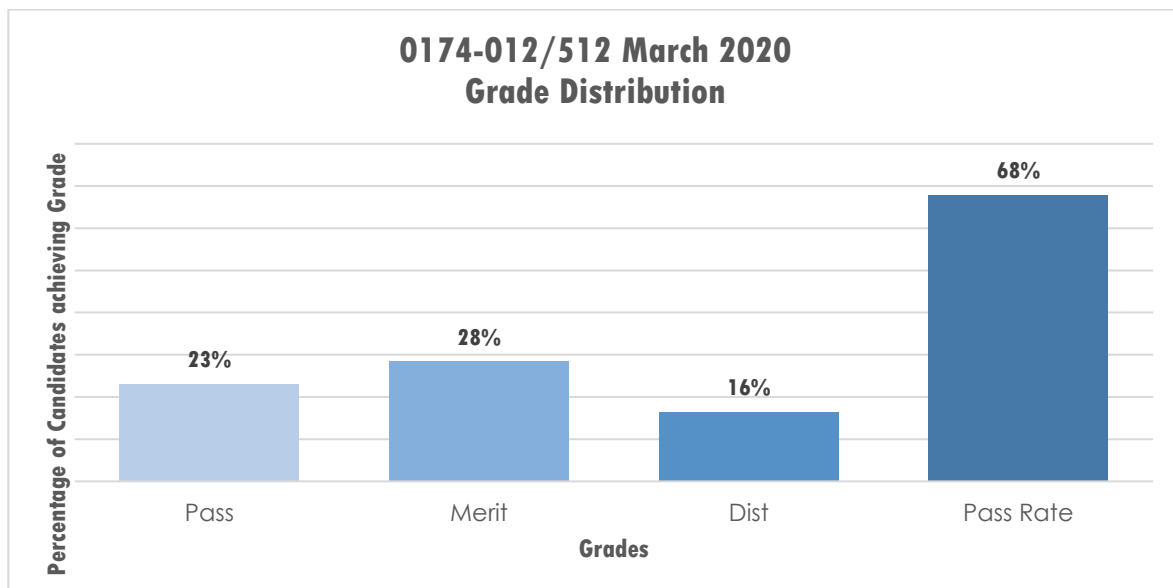
Assessment: **0174-012/512**

Series: **March 2020**

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

Total marks available	60
Pass mark	29
Merit mark	35
Distinction mark	42

The graph below shows the approximate distribution of grades and pass rates for this assessment:



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 0174-012/512

Series 1 (March)

Overall candidates' performance for this exam series was better than in previous series.

Candidates showed a reasonable range of knowledge across the exam, and produced some good responses to the units being assessed. Most questions were answered with some degree of accuracy and depth, but not in all areas.

In general, recall was good with candidates showing higher-level understanding, and candidates were able to provide good descriptions and explanations. However, some candidates failed to read questions carefully and keep the responses relevant to them.

As with previous years, candidates struggled with the command verbs often providing an explanation for a state answer, and bullet point answers for an explain question.

Most candidates performed well in the exam and showed a good range of knowledge across the units being assessed. Most candidates scored well where questions were more practical in nature. Candidates showed particular strengths in questions relating to felling trees, problems with spark plugs on a chainsaw, waste disposal methods and the human influences on tree health.

Some candidates responses failed to contextualise the information required often providing generic statements eg "a blackened spark plug" is caused by "it being old" while this may be true, it does not explain the cause of the blackening. There was evidence of understanding the fundamentals of pests in trees. However, many candidates were unable to apply this within the required context.

Candidates struggled with questions relating to plant science, this topic has been answered poorly in previous series.

There was a lack of knowledge regarding the plant life cycles with a significant proportion of candidates unable to differentiate between annuals and ephemerals. This was true, even of the higher ability candidates.

Candidates were asked to discuss the factors to be considered when managing a group of mature horse chestnut trees in a public area that are showing signs of stress. Candidates were required to discuss a range of considerations; however, there was often a list of factors rather than a balanced discussion. In general, the ERQ was question was well answered by some candidates. However, many focused on two factors rather than considering a wide range.

Some candidates showed a good range of knowledge and were able to link ideas together in a coherent way. Higher ability candidates included references to legislation, discussions of the practicalities of managing HCLM among other issues. These candidates were able to justify recommendations with well-considered points. Those who did not score as highly, made good recommendations however were unable to make links in a broader context.

Candidates need to be prepared for the different types and structures of questions contained within the paper and need to be familiar with the variety of command verbs, as well as the need to read each question carefully and to respond clearly to the question given in the depth required,