

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

**March 2023**

## **Chief 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 2023** 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:

**0174-512– Level 3 Advanced Technical Extended Diploma in Forestry and Arboriculture - Theory Exam (1).**

# Theory Exam – March 2023

## Grade Boundaries and distribution

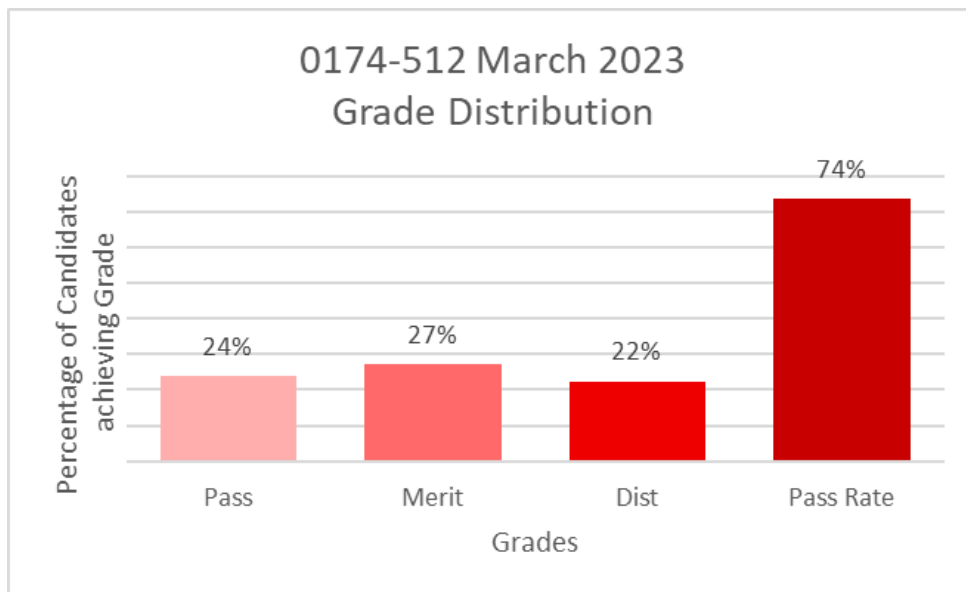
Assessment: **0174-512**

Series: **March 2023**

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	28
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: 0174-512

#### Series 1 (March)

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

Candidates usually score well where questions are more practical in nature, however on this occasion, this was not evident on questions about post-start checks and methods for felling difficult trees. Candidates are advised to read the questions carefully before answering.

Once again, there was a general lack of knowledge regarding plant science. The question on topic of cell division was not answered well which continued the theme of previous series where candidates have struggled with the more detailed areas of this unit. There was also some confusion between soil types and soil characteristics that lead to marks being dropped by some candidates. Many candidates did not know what amelioration meant.

The extended response question (ERQ) provided an appropriate level of differentiation between different levels of candidate knowledge and understanding. Many gained some marks for demonstrating knowledge, however few demonstrated depth of knowledge focussing on causes or what to do in the given scenario and context. Few candidates drew the information together, whilst most candidates only focussed on one aspect. At the lower end, there was little detail. Most responses were in the middle bracket but capped by a lack of breadth or depth. The higher scoring candidates performed well, with very thorough responses showing a good range of depth and breadth.

#### Themes where most candidates did well:

- Almost all candidates scored well in questions relating to saw use and felling.
- Many candidates could name the pest affecting a given scenario.
- Most candidates scored well on the living and non-living causes of ill health, although some candidates showed some confusion.
- Unlike previous series, the questions relating to P&D were well answered.

#### Themes where most candidates struggled:

- Very few candidates could describe a type of cell division.
- Many candidates failed to score marks on structured questions, ie consisting of part a) and b). These questions were on the same topic but not directly linked and candidates were expected to be able to achieve marks on both. Many candidates provided irrelevant answers which were not linked to the questions.
- Some candidates confused flywheel with sprocket.
- Some candidates did not read the question around post-start checks or tended to describe the process rather than explain the importance.

The higher scoring candidates performed well across all areas. They read the questions carefully and gave appropriate responses.

Centres should encourage candidates to read the questions carefully in order to improve their chances of scoring full marks.