

0174-30

Level 3 Advanced Technical Certificate in Horticulture

2019

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.

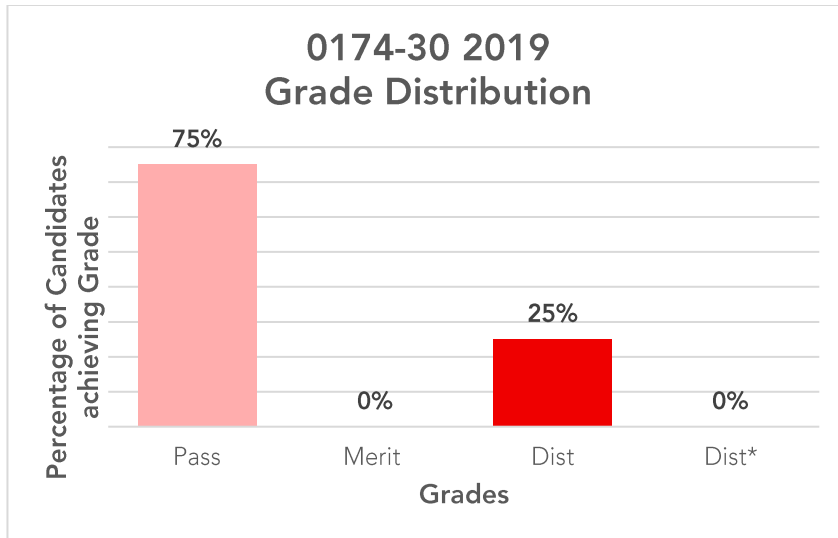
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

The document provides commentary on the following assessments:

- 0174-001/502 Level 3 Horticulture – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- 0174-001 Level 3 Horticulture – 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

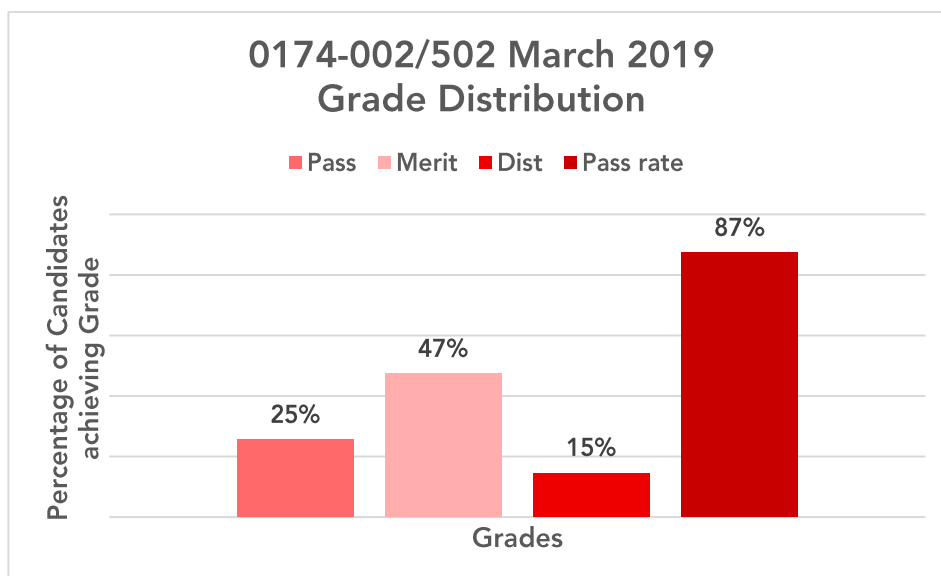
Grade Boundaries

Assessment: 0174-002/502
Series: March 2019 (Spring)

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

Total marks available	60
Pass mark	29
Merit mark	38
Distinction mark	48

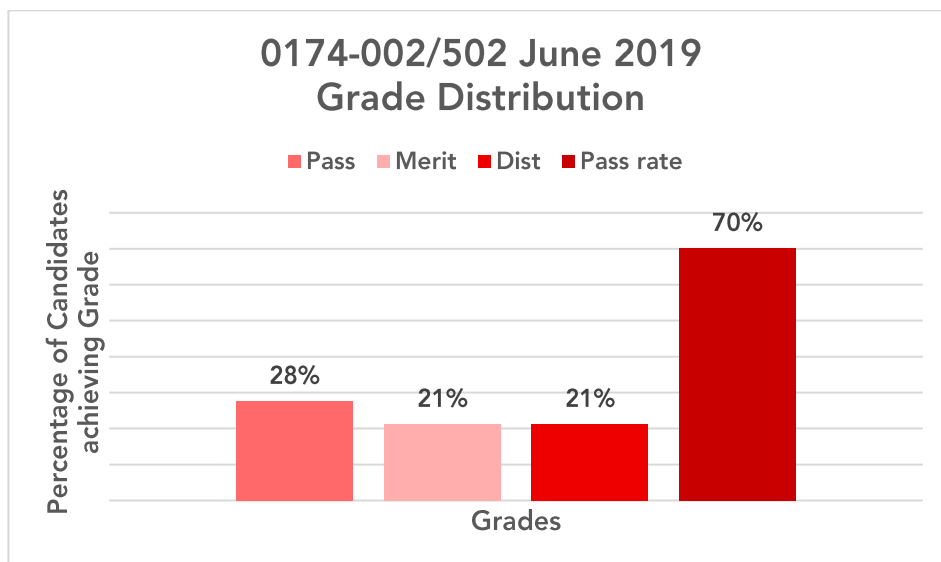
The graph below shows the approximate distributions of grades and pass rate for this assessment:



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

Total marks available	60
Pass mark	26
Merit mark	36
Distinction mark	46

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



Chief Examiner Commentary

0174-002/502 - Theory exam

Series 1 – March 2019

The majority of questions for this paper were answered reasonably well. At least half of the candidates attempted and completed the majority of the questions and overall candidates were able to achieve high marks for the paper with relative ease. This explains the relatively high Pass mark boundary. Effective range of content was covered in the paper giving the candidates scope to develop answers, particularly in the extended response question, which distinguished between the different abilities. While this exam paper was balanced with regards to content it was slightly skewed in terms of ease and difficulty of questions i.e. the easier recall questions were perhaps too easy with virtually all candidates gaining all available marks while some of the mid and higher order questions tended to restrict any attempt by the lower level students to access any marks.

The standard of the candidate's responses was as expected in line with the varied levels. Responses at distinction level were easily identified from the lower grades in having an excellent breadth and depth of knowledge backed up by relevant examples and development of ideas. This was particularly evident in the extended question on the potential extremes of climate in the future, with candidates pulling information in from the whole curriculum and their own experiences to support their answers.

The understanding of some technical botanical terms used especially in taxonomy was identified as a weakness in the mid and lower scoring candidates. Candidates who did not take care to read the questions on pest and disease related questions provided incorrect answers and could not access marks from two questions.

Specific areas of strength for many candidates were:

- Machinery checks.
- Health and safety and the relevance of PPE and risk assessments with links to environmental health as well as people.
- An awareness of the importance of integrated approaches to horticulture.

Specific areas of weakness for many candidates were:

- Identification of leaf shape and arrangement. Many candidates confused the terminology and therefore were unable to access any of the marks available.
- Knowledge of what trees and shrubs suited specific locations.
- Technical botanical terms used especially in reference to taxonomy.
- Accuracy of Botanic/Latin names used.

Series 2 – June 2019

Effective range of content was covered in the paper giving the candidates scope to develop answers, particularly in the extended response question, which distinguished between the different abilities. This exam paper was reasonably balanced with regards to content and there was a range of questions pitched at low, mid and higher order.

The standard of the candidate's responses was as expected in line with the varied levels. Responses at distinction level were easily identified from the lower grades in having an excellent breadth and depth of knowledge backed up by relevant examples and development of ideas. This was particularly evident in the extended question on Integrated Pest Management and links with sustainability, with candidates pulling information in from the whole curriculum and their own experiences to support their answers.

The use or lack of use of technical botanical terms was again identified as a weakness in the mid and lower level candidates. Candidates who did not read the questions carefully provided incorrect or incomplete answers and could not access all the marks. Invariable these candidates missed out on all available marks because answers lacked context.

Specific areas of strength for many candidates were:

- Battery versus petrol machines.
- An awareness of the importance of integrated approaches to horticulture.

Specific areas of weakness for many candidates were:

- Identification of common weed species and their botanical names.
- Knowledge of what trees and shrubs suited specific location.
- Off target contamination
- Nomenclature of plants and identifying characteristics.
- Accuracy of Botanic/Latin names used.

City & Guilds has produced a technical exam guide to support the work on the exam technique, which is available to download from

<https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/horticulture/0174-technical-in-horticulture-and-forestry-arboriculture#tab=documents>

Centres may also refer to the past papers available to download from the same webpage under the Past Papers tab.

Candidates should be reminded to familiarise themselves with the requirements of command verbs, and for each verb the type of responses required in relation to depth and breadth.

Synoptic Assignment

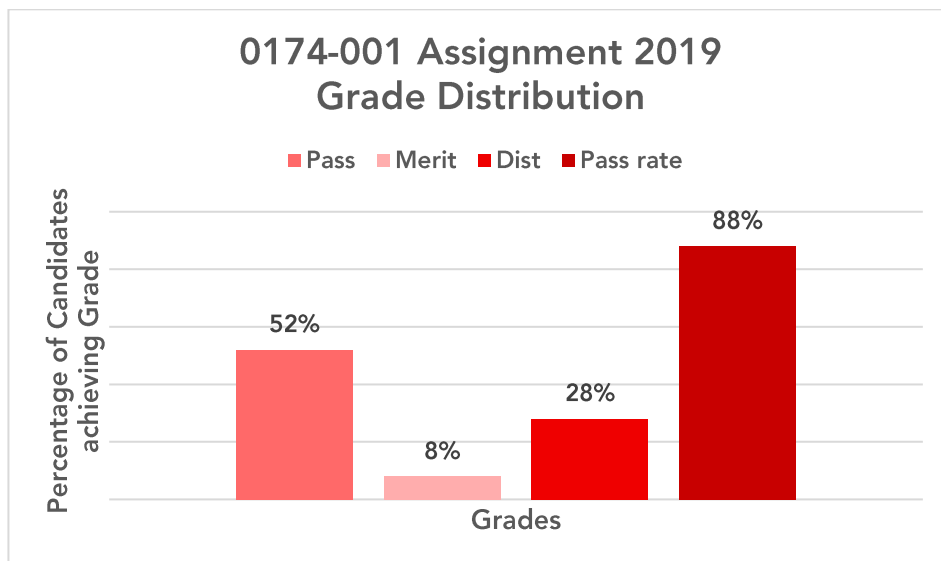
Grade Boundaries

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

Assessment: 0174-001
Series: 2019

Total marks available	60
Pass mark	25
Merit mark	34
Distinction mark	43

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



Principal Moderator Commentary

AO1: Generally, an effective performance was noted across the candidates with knowledge recall at an expected level or better, and in most cases appropriately noted in the CRFs. Reference to the PO forms was appropriate at most Centres in how this Assessment Objective was judged.

AO2: Candidate understanding was, at most Centres, judged effectively against the Plant Identification and selection for Tasks 1 & 2 and there was effective differentiation of candidates evident in the judgements made. When managed effectively, the plant identification activity in Task 1 was very well suited to effective differentiation of performance for AOs 2, 4 and 5.

AO3: At most Centres, Practical Observation (PO) forms were used effectively to show performance linked to this objective. Further guidance to centres would be valuable to maximise the consistency of the use of the PO forms, for example in the level and depth of qualitative commentary given and how this links to the Assessment Objective guidance. The effective transference of information from the PO Form to the Candidate Report Form (CRF) was appropriate at most centres.

It is also the case that some centres were giving Marks on the PO forms, which were not appropriate at this stage; others also completed a CRF for each practical task, and again, this should be discontinued.

AO4: Again, this has been well referenced to the PO Forms but there is scope for greater use of Tasks 1 & 2 to be referenced here

AO5: Well referenced PO forms.

The best outcomes were produced where the candidates took full account of the context of the Assignment Brief as this clearly influenced the site survey and plant selection tasks.