



0174-37 Level 3 Advanced Technical Extended Diploma in Horticulture (1080)

2022

Qualification Report

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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 2022 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

- Pathway 1 (Professional Horticulture) and Pathway 2 (Sports Turf)
 - 0174-002/502 Level 3 Horticulture – Theory exam (1)
 - March 2019 (Spring)
 - June 2019 (Summer)
 - 0174-003 Level 3 Horticulture – Synoptic Assignment

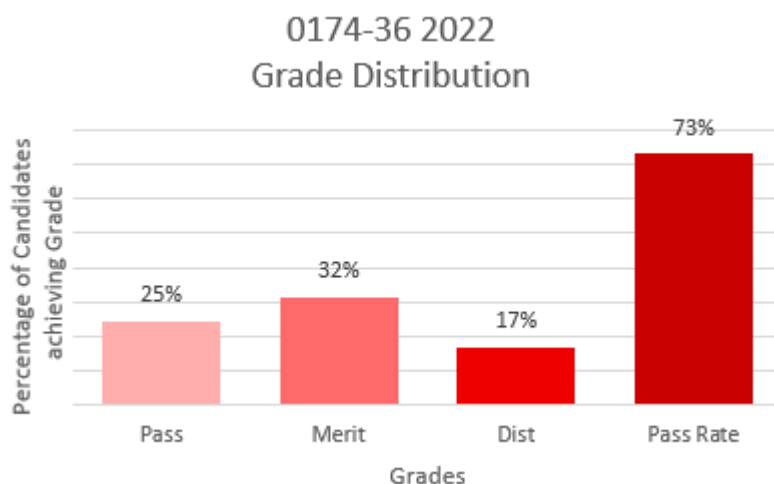
Year 2

- Pathway 1 (Professional Horticulture)
 - 0174-008/508 Level 3 Horticulture – Theory exam (2)
 - March 2019 (Spring)
 - June 2019 (Summer)
 - 0174-007 Level 3 Horticulture – Synoptic Assignment (2)
- Pathway 2 (Sports Turf)
 - 0174-010/510 Level 3 Horticulture – Theory exam (2)
 - March 2019 (Spring)
 - June 2019 (Summer)
 - 0174-009 Level 3 Horticulture – Synoptic Assignment

Qualification Grade Distribution

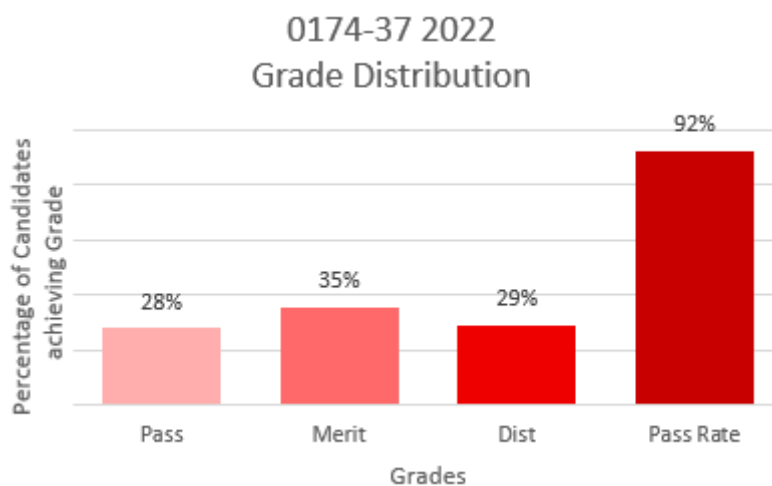
0174-36 Level 3 Advanced Technical Diploma in Horticulture (540)

The grade distribution for this qualification is shown below:



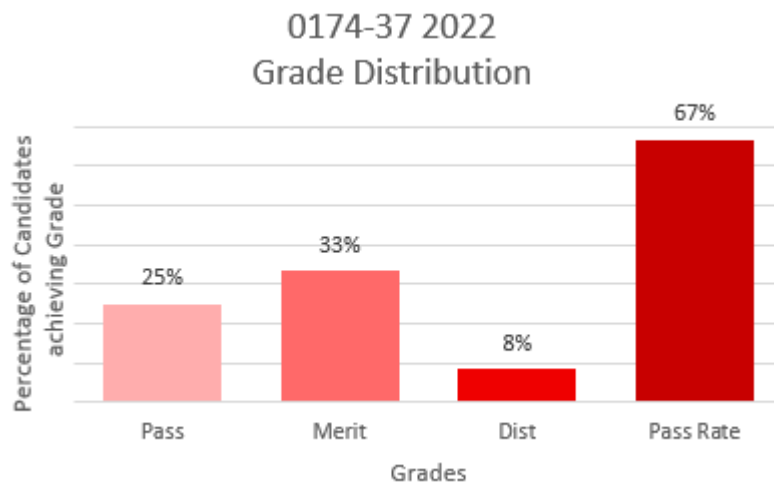
0174-37 Level 3 Advanced Technical Extended Diploma in Horticulture (1080) Professional Horticulture pathway

The grade distribution for this qualification is shown below:



0174-37 Level3 Advanced Technical Extended Diploma in Horticulture (1080) Sports Turf pathway

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 Exams – Year 1

0174-36 Level 3 Advanced Technical Diploma in Horticulture (540)

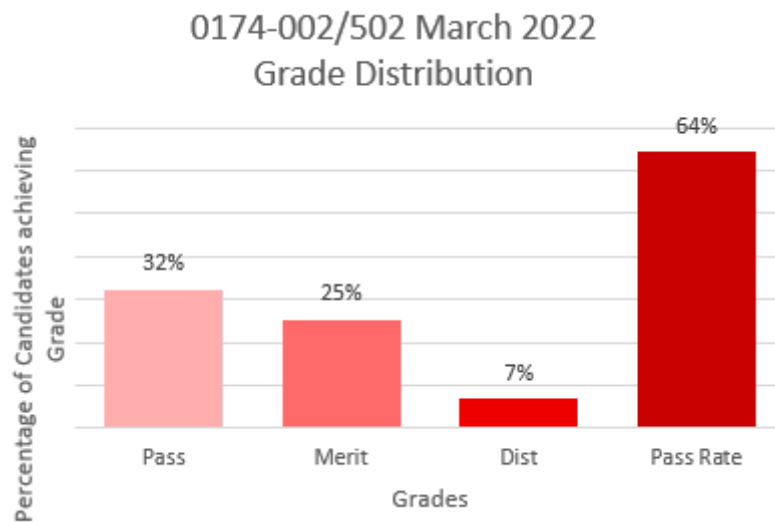
Grade Boundaries

Assessment: 0174-002/502
Series: March 2022 (Spring)

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

Total marks available	60
Pass mark	27
Merit mark	36
Distinction mark	46

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

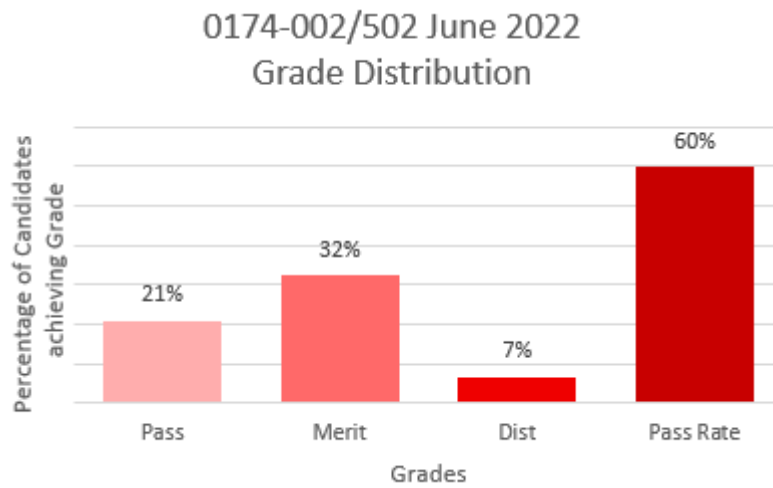


Assessment: 0174-002/502
Series: June 2022 (Summer)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

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



Chief Examiner Commentary

0174-002/502 Level 3 Horticulture - Theory exam (1)

Series 1 – March 2022

The question paper had a balance of questions across the relevant topic areas and questions requiring straightforward recall of knowledge were answered well in most cases, though gaps were evident in areas as identified below. Candidates also did not always engage with the command verbs, for example simply stating rather than explaining. This meant they did not always provide enough detail when asked for explanations or discussions. Where answers required expansion, higher-achieving candidates performed well, showing an understanding and depth of knowledge, whilst those at the lower-end struggled to develop their answers to achieve higher marks, instead giving brief and listed answers.

The standard of responses at Distinction level showed few gaps across the range of topics and an ability to expand and justify answers where the question required this. Those candidates achieving lower marks struggled to expand beyond factual recall and had significant gaps in knowledge, in particular in the areas noted below.

It is advised that candidates take care to read questions carefully. Examples seen on this occasion, where marks were lost due to lack of careful consideration of context, were in regard to causes of damage to newly planted trees and environmental risks that may arise during pesticide application. In the first example, marks were lost due to candidates considering issues other than damage; in the second, risks other than to the environment did not gain marks. For the extended answer question a similar issue arose, particularly evident in lower-achieving candidates, where pests and diseases were considered even though the question only asked for disorders.

Overall, candidates showed **strength** in:

- Health and Safety in a range of specific contexts
- Biosecurity in horticultural situations
- Pesticides
- Machinery.

Candidates appear to require further **support** in:

- Awareness and understanding of viral disease
- Plant adaptation to polluted environments
- Understanding of gymnosperm and angiosperm characteristics.

Extended Response Question (ERQ)

The extended answer question gives candidates the opportunity to demonstrate awareness across the breadth of horticulture, but with a focus on a particular area, in this case disorders that may arise due to site-specific factors, in any context that the candidate wishes to consider. At the lower end of marks, candidates listed factors that might arise, but without expansion or justification; means to alleviate the disorder were also brief and not always applicable. Higher-achieving candidates were able to contextualise their answers and to give realistic means to alleviate the situations described. A significant number of responses considered pests and diseases; this did not gain marks as the question specified disorders.

Series 2 – June 2022

The June examination paper covered a good range of learning outcomes over the whole qualification and was comparable with the March series, however, the level required of answers, particularly on the 2-stages questions was higher, especially at the lower ranges.

There was an overall reduction in the candidates' examination technique compared to the last series in March 2022, illustrated by lack of planning and structuring in their answers to ensure all aspects of the question were covered and not including relevant material to support their answers. Also, misreading or failing to understand the multi-layered questions was evident in places.

The performance of this cohort showed a clear distinction between low and medium to high-level candidates. Candidates who achieved in the lower mark range tended to misread the questions or had only basic understanding of the topics and tended to use basic language with poor use of technical terms. Their performance was stronger on the recall questions compared to higher order questions as would be expected. Higher achieving candidates showed evidence of reasoning and justification as well as the recall of knowledge required across all the units. They also showed accurate use of technical terms to industry expected level.

Overall, candidates showed **strength** in:

- Pesticides
- Machinery.

Candidates appear to require further **support** in:

- Morphological features of flowers
- Control of noise at work regulations
- Understanding of gymnosperm and angiosperm characteristics.

Extended Response Question (ERQ)

The extended question gave candidates scope to explore their knowledge of plant selection and links with pests and diseases as well as the growing concern about the impacts of increased spread. Candidates were able to access the higher band marks by clearly structuring their answer, linking selection with impacts, and providing supportive examples and clear evaluation. Other candidates were unable to access the higher bands due to lack of integration of all the elements of the extended question.

Responses at distinction level were easily distinguishable 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 with candidates pulling information in from the whole curriculum to support their answers.

Candidates will benefit from practising examination techniques when preparing for this examination. Candidates also 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.

Centres to strongly encourage students to use correct Horticultural terminology to improve accuracy of answers.

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

https://www.cityandguilds.com/-/media/productdocuments/land_based_services/horticulture/0174/0174_level_3/horticulture/assessment_materials/0174-002_and_502_technicals_exam_document_2018_v1-1-pdf.ashx

Theory Exams – Year 2

0174-37 Level 3 Advanced Technical Extended Diploma in Horticulture (1080) Professional Horticulture pathway

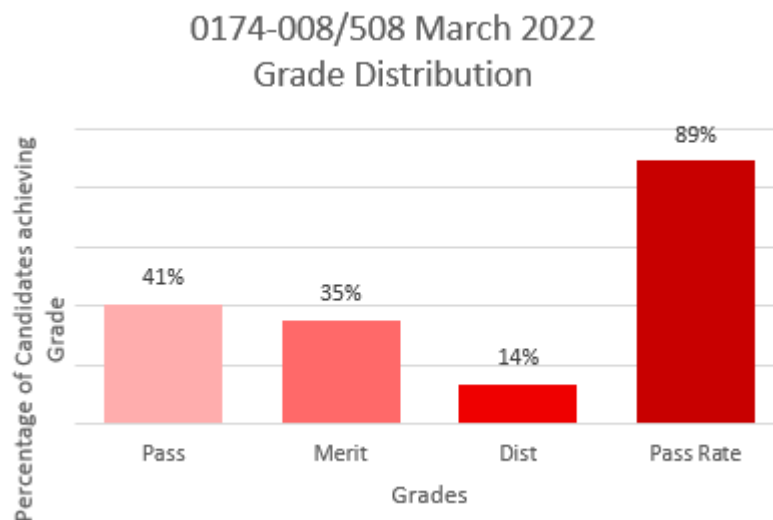
Grade Boundaries

Assessment: 0174-008/508
Series: March 2022 (Spring)

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

Total marks available	60
Pass mark	25
Merit mark	33
Distinction mark	42

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

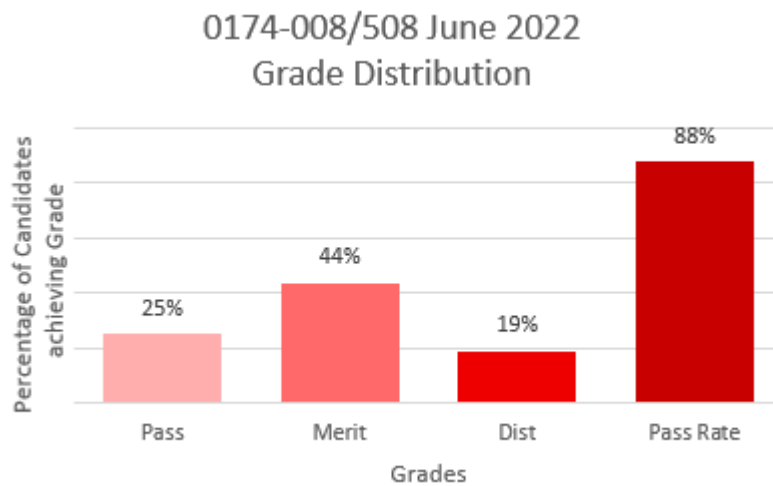


Assessment: 0174-008/508
Series: June 2022 (Summer)

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

Total marks available	60
Pass mark	22
Merit mark	30
Distinction mark	38

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



Chief Examiner Commentary

0174-008/508 Level 3 Horticulture - Theory exam (2)

Series 1 – March 2022

The exam offered candidates the opportunity to demonstrate their knowledge and understanding across the breadth of topics applicable. Most candidates attempted all questions, and as could be anticipated lower-achieving candidates gained marks mainly in recall questions and those based on practical subjects. Some lower-achieving candidates tended to struggle to effectively differentiate responses for recall questions, which reduced the marks gained. Higher-achieving candidates were able to expand answers to include explanation and justification when this was appropriate, notably in the extended response question.

Overall, candidates showed **strength** in:

- Social benefits of green spaces
- Sources of waste in hard-landscape projects
- Contingency factors when quoting for hard-landscape projects
- Differences between employees and sub-contractors

Candidates appear to require further **support** in:

- Botanical understanding and terminology
- Depreciation, as applied to accounting
- The legal term 'right of easement'
- Application of understanding about quality management systems

The extended response question allowed candidates to apply their knowledge and understanding across an area of their own choice, whilst applying that understanding to a particular situation. Higher achieving candidates did so effectively, covering both the development of a customer base and the employment of staff, and usually linking these appropriately to the context that they had set. Legal matters were also given detailed consideration. Those achieving lower marks tended to focus on only one of the requirements, and failed to consider legal considerations around employment, health and safety and trading practices.

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

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

Candidates are strongly advised to be familiar with the command verbs they may encounter during examinations and to be prepared for the different types of structures of questions, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

Series 2 – June 2022

The exam offered candidates the opportunity to demonstrate their knowledge and understanding across the breadth of topics applicable. Most candidates attempted all questions, and as could be anticipated lower-achieving candidates gained marks mainly in recall questions and those based on practical subjects. Some lower-achieving candidates tended to misunderstand technical terms or misread the question. Higher-achieving candidates were able to expand answers to include explanation and justification when this was appropriate. The knowledge (recall) questions were generally well answered. Lower marks on both knowledge and understanding questions were frequently awarded when the candidate had failed to provide the prescribed number of examples/answers or gave answers that were too similar.

Overall, candidates showed **strength** in:

- Hazard awareness
- Supervisory responsibilities
- Business administration

Candidates appear to require further **support** in:

- Specific terms linked to tree and shrub pruning
- The legal definitions linked to tree pruning activities
- Application of understanding about quality management systems
- Business structures

The extended question was attempted by all candidates with varying degrees of success, and as might be anticipated, candidates at the lower end of the achievement scale provided answers that gave general information with few links to relevant legislation or examples in the horticulture sector. Stronger candidates discussed relevant legislation and applied it to the sector.

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

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

Candidates are strongly advised to be familiar with the command verbs they may encounter during examinations and to be prepared for the different types of structures of questions, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

0174-37 Level3 Advanced Technical Extended Diploma in Horticulture (1080) Sports Turf pathway

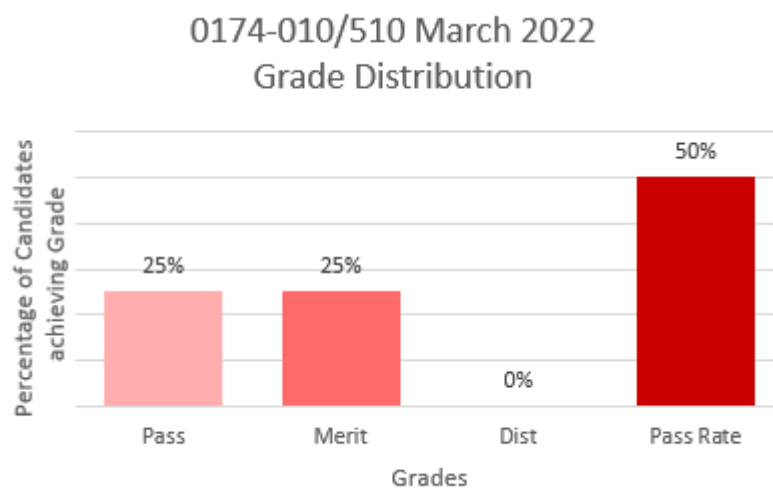
Grade Boundaries

Assessment: 0174-010/510
Series: March 2022 (Spring)

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

Total marks available	80
Pass mark	36
Merit mark	46
Distinction mark	56

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

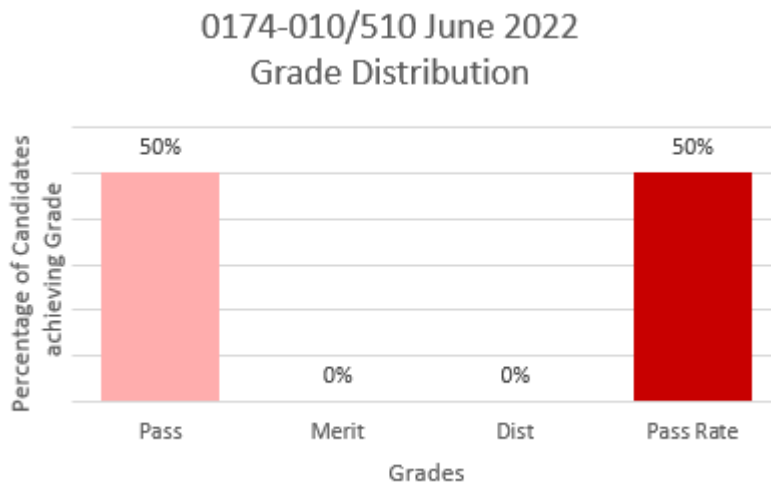


Assessment: 0174-010/510
Series: June 2022 (Summer)

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

Total marks available	80
Pass mark	32
Merit mark	42
Distinction mark	52

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



Chief Examiner Commentary

0174-010/510 Level 3 Horticulture - Theory exam (2)

Series 1 – March 2022

This is the first time that assessment component 0174-510 has been sat for several years. Therefore, comparisons to previous year's papers were not able to be undertaken.

This paper provided candidates of all abilities the opportunity to demonstrate their knowledge on a range of topics from the assessment specification. The paper was pitched at the correct level and all questions were valid.

All questions within the paper were answered to varying levels, with some candidates proving stronger on business questions and others stronger on sports turf-specific questions. Consequently, the range of answers within the paper varied considerably and there was a wide range of accuracy and depth within questions requiring understanding and application of knowledge.

Overall, candidates showed **strength** in:

- Record-keeping as part of business practice
- Social benefits of the sports turf sector
- Establishment of sports turf surfaces

Candidates appear to require further **support** in:

- Understanding specific terminology such as 'carrying capacity'
- Awareness of professional bodies which represent the sports turf industry
- Sustainable management and practices in sports turf
- Differentiation between seeding and over-seeding when considering established sports turf areas

The extended response question was answered to a poor standard by all candidates. The responses were basic, and, in some cases, few maintenance activities were discussed.

It is advisable that candidates take care when reading the questions, particularly command words. For example, when explanations were required, candidates often failed to expand their understanding in these more challenging questions. Moreover, candidates must always pay attention to the number of marks available in order to answer each question fully.

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

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

Candidates are strongly advised to be familiar with the command verbs they may encounter during examinations and to be prepared for the different types of structures of questions, as well as the need to read each question carefully and to respond clearly to the question given in the depth required.

Series 2 – June 2022

This is only the second time that 0174-510 has been sat for several years. Therefore, the only comparisons able to be undertaken were to the March 2022 paper.

This paper provided candidates of all abilities the opportunity to demonstrate their knowledge on a range of topics from the assessment specification.

All questions within the paper were answered to varying levels, though it was clear that the business section proved the weakest for both candidates. The sports turf specific questions were answered to a better standard, though the range of answers within the paper varied considerably and there was a varying degree of accuracy and depth within the AO2 questions.

As with the March 2022 paper, sustainability generally and sustainable management strategies specifically was an area of weakness.

It appeared the term 'interdependency' regarding the importance of a supply chain for a sports turf business was misunderstood. It is not clear if this has been taught to candidates as answers were focused the 'efficiency' of a supply chain only. It is recommended that interdependency is reinforced to candidates during future teaching and learning sessions so that they fully understand this term.

It was disappointing to see that candidates were unable to describe how mowing can develop the playability of a sports turf surface. It is recommended that more focus is centred around this important subject moving forward.

It is advisable that candidates take care when reading the questions, particularly command words. For example, when comparisons were required, candidates did not fully compare differences between the use of turf versus seed for the establishment and renovation of sports turf areas. Moreover, candidates must always pay attention to the number of marks available in order to answer each question fully.

The extended response question was answered to a poor standard by both candidates. The responses were very basic with Band 1 scores achieved by candidates as they were unable to discuss differences between cultural and chemical practices in preparing, constructing, and maintaining a sports turf area. In addition, sustainability was not considered.

Synoptic Assignments – Year 1

0174-36 Level 3 Advanced Technical Diploma in Horticulture (540)

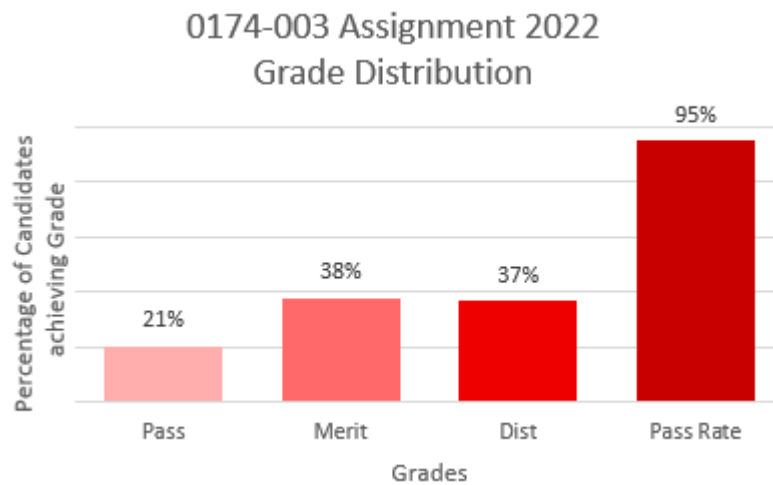
Grade Boundaries

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

Assessment: 0174-003
Series: 2022

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

The assignment was in general assessed effectively. However, the context of the Assignment Brief was integral to tasks 1a, 1b and 4 and this was not routinely considered by all Centres. The Assignment Brief set the context as being '*a consultant horticulturist employed by a Residential Care Home to select and establish plants for a new garden to be used by residents and guests*'. Where the context was fully embedded, responses were relevant in terms of plant selection (including species for use in the meadow), the layout of the meadow and its maintenance requirements. Where the brief was not considered effectively, plant recommendations were not fully considered in terms of e.g. seasonality, fragrance, overall theme; meadow maintenance was described in entirely generic terms and took no account of accessibility for the user group.

Task 1a has four linked components, and again, these were addressed in varying ways across centres. On occasions it did not appear that the Centre Guidance for this task was being followed. Examples included provision of a base plan for the area involved being provided (intention is that candidates draw a sketch plan of the site); centres expecting candidates to open their own soil profile pit (guidance requires that the Centre open the pit in advance to ensure that each candidate has a similar opportunity to make accurate judgements on site conditions); analysis of NPK availability (guidance states soil investigation covers a maximum of pH, texture, drainage/structure and infiltration rate). The identification of 'taught/not taught' plants was also very variable, with contradictory evidence provided on occasions, plants appearing in both 'taught/not taught' sections at the same Centre and being marked correct both times, and lack of descriptive content as to how 'not taught' plants were actually identified.

Task 4 showed evidence submitted which at times was fully-lifted from websites.

In general, AO1 was judged accurately by centres, but with a tendency to a little leniency. Effective completion of the PO forms where reference was made to knowledge recall during practical tasks assisted moderation, as did clear marking on written work, or about written work on the CRF.

AO2 was also judged accurately at most centres, though high-achieving candidates at some centres were considered to have been very leniently marked for this AO in particular. Good reference to the PO form commentary, clear marker comments on the written work, or about the written work on the CRF, all assist in the moderation process for this AO. Task 1a has good opportunity for reference to AO2, for example in means used to identify 'not taught' plants with candidates describing leaf shape, texture, plant habit etc, or why particular plants are being recommended for the site.

AO3 was judged well throughout the assignment in the great majority of samples. PO forms were completed in varying ways, from highly-detailed to succinct: markers should remember that the quality of the comments and how these link to the band descriptors is more important than the quantity of description. Specific task-related comments (e.g. appropriate soil tilth created for planting herbaceous plants, appropriate holes dug for bedding plants, planting completed at industry-speed) are of greater value than general commentary. Where moderators observed tasks on the synoptic moderation visit detailed conversations with Centre staff were found to be very beneficial.

AO4 was also judged well on most occasions. Good links were made on well-completed PO forms. Consideration of the wider application of AO4 across all the tasks in the synoptic was addressed effectively by some centres, with others not taking the breadth of opportunities quite so well.

AO5 was seen to be very similar to AO4 during moderation, with some centres focused on the practical components, rather than across the breadth of the assignment. Markers should ensure that the content of the AO grid, and the band descriptors, are fully utilised.

Synoptic Assignments – Year 2

0174-37 Level 3 Advanced Technical Extended Diploma in Horticulture (1080) Professional Horticulture pathway

Grade Boundaries

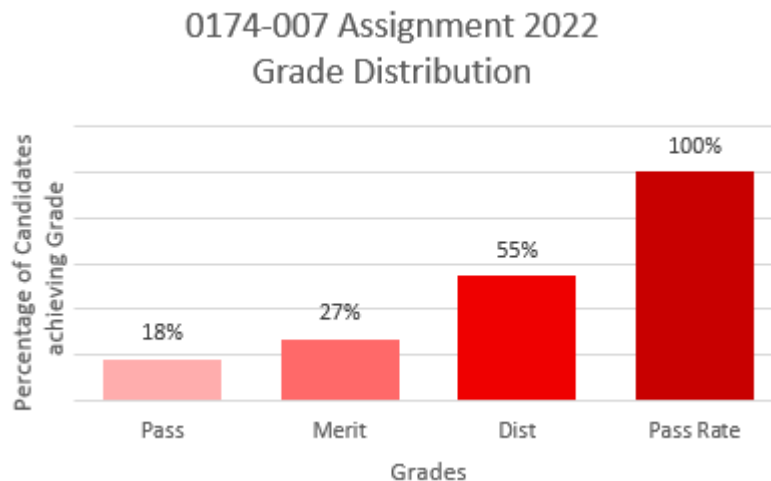
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 0174-007

Series: 2022

Total marks available	60
Pass mark	21
Merit mark	30
Distinction mark	39

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



Principal Moderator Commentary

The assignment was in general assessed effectively, though with some difficulties during moderation linked to how activities were documented. The assignment consisted of four tasks: task 1 was to create promotional material for specific roles in the horticultural industry, tasks 2 and 4 were practical activities and task 3 a practical identification test for weeds, pests, diseases and disorders.

Task 1 required candidates to be clear, focused and fully aware of specific industry roles, and where this was evident high marks in band 3 were achieved across all of AO1, 2 and 5. Lower achieving candidates provided limited detail linked to industry roles, and with confusion between roles indicating a lack of real understanding. Suggested experience to undertake the roles, possible progression, training opportunities and salary levels varied considerably and did not always reflect reality. An understanding of how to present the material was also not fully-considered.

Task 2, a marking-out exercise, required detailed planning and consideration by candidates before beginning the process. Limited assistance could be available from a fellow-candidate, subject to careful explanation of the limits of involvement by the marker(s) and subsequent close monitoring. This gave candidates additional opportunity to show higher-level teamworking skills and this was then reflected in marker commentary on the PO form. It was also evident that candidates would review and re-position lines as the task progressed, and this also gave markers the opportunity to utilise the full extent of AOs 2 to 5. The task has strong links to real-life work activity and proved to be very effective.

Task 3, the practical identification test, gave opportunities to assess AOs 1 to 5. Effective moderation required that clarity of marking was present throughout, which was not always the case.

Task 4 was a straightforward practical task and was generally well-managed, and appropriately marked.

In general, AO1 was judged accurately by centres, but with a tendency to a little leniency. Effective completion of the PO forms where reference was made to knowledge recall during practical tasks assisted moderation, as did clear commentary about written work indicated on the CRF.

AO2 was again judged accurately at most centres, though high-achieving candidates at some Centres were considered to have been very leniently marked for this AO in particular. Good reference to the PO form commentary was essential and where this was detailed and linked to banding, the moderation process for this AO was straightforward. For task 3, opportunities to show extensive application of knowledge, and alternative strategies to management of problems, enabled higher marks to be gained. Centre should be aware that a 'correct answer' sheet should be provided with the uploaded candidate evidence.

AO3 was judged well throughout the assignment on the great majority of samples. PO forms were completed in varying ways, from highly-detailed to succinct: markers should remember that the quality of the comments and how these link to the band descriptors is more important than the quantity of description. Specific task-related comments are of greater value than general commentary. Where moderators observed tasks on the synoptic moderation visit detailed conversations with Centre staff were found to be very beneficial.

AO4 was also judged well on most occasions, though with a tendency to lenient marking for lower-achieving candidates evident during moderation. Good links were made on well-completed

PO forms. Consideration of the wider application of AO4 across all the tasks in the synoptic was addressed effectively by most centres.

AO5 was seen to be marked well during moderation, with marking taking into account aspects of all the tasks in most cases and making decisions about banding that was evident in links to the candidate work.

0174-37 Level3 Advanced Technical Extended Diploma in Horticulture (1080) Sports Turf pathway

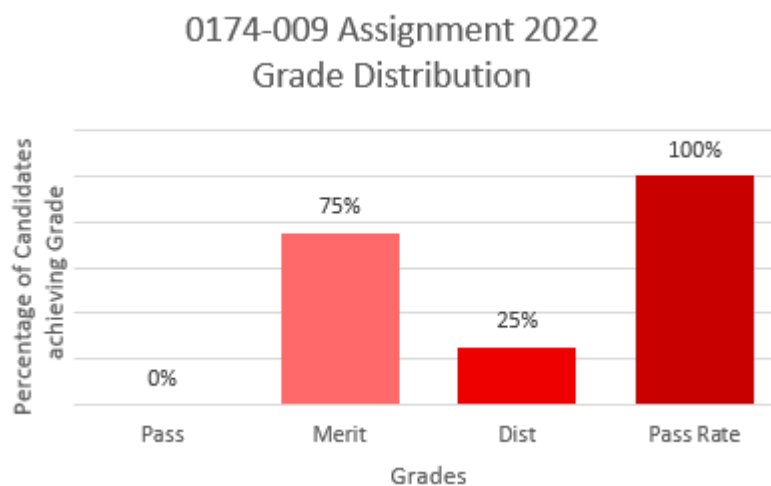
Grade Boundaries

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

Assessment: 0174-009
Series: 2022

Total marks available	60
Pass mark	21
Merit mark	30
Distinction mark	39

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



Principal Moderator Commentary

The assignment consisted of four tasks: task 1 required candidates to give a presentation about the improvement of sports-turf surfaces, task 2 to carry out a site evaluation, task 3 a practical surveying and setting out activity, and task 4 a report on sustainable management of sport-turf surfaces.

All tasks gave opportunity for candidates to demonstrate strengths in AOs 1-5.

AOs 1-3: marking showed a tendency to leniency, in particular when higher-marked candidates were considered. Band descriptors were not adequately considered by markers and in the moderation process it was evident that there were significant differences between the evidence present and the mark given. Clarity of completion of PO forms was not consistent and this did not assist in the moderation activity. Commentary on the CRF was not always clear and at times could not be linked, with certainty, to particular tasks. Clarity of information transfer between PO and CRF was at times inconsistent.

AO4 also showed tendency to lenient marking. Evidence for integrated and coherent activity was not present to justify marks indicated on PO and CRF, with clear links to evidence not being present.

AO5 was marked leniently. Markers did not take sufficient account of the accuracy of presentation information, accuracy of final quality checks prior to submission of written work and checking of practical task completion.