

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

March 2022

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 2022** 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;
0174-002/502 – Level 3 Horticulture - Theory exam (1).

Theory Exam – March 2022

Grade Boundaries and distribution

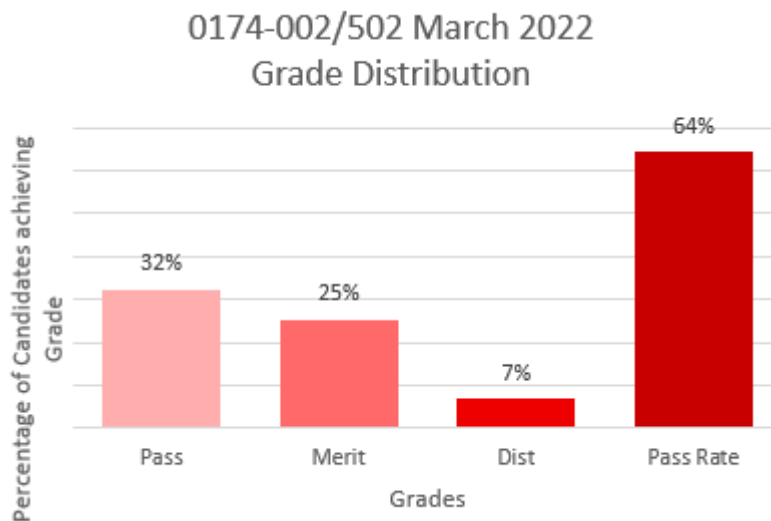
Assessment: **0174-002/502**

Series: **March 2022**

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 distribution of grades and pass rates for this assessment:



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 0174-002/502

Series 1 (March)

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 given 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. Better-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.

Centres are reminded of the City & Guilds Technicals '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.