

0171-002/502– Level 3 in Agriculture – Theory Exam (1)

February 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 **February 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, poor examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;
0171-002/502 Level 3 in Agriculture – Theory Exam.

Theory Exam – February 2022

Grade Boundaries and distribution

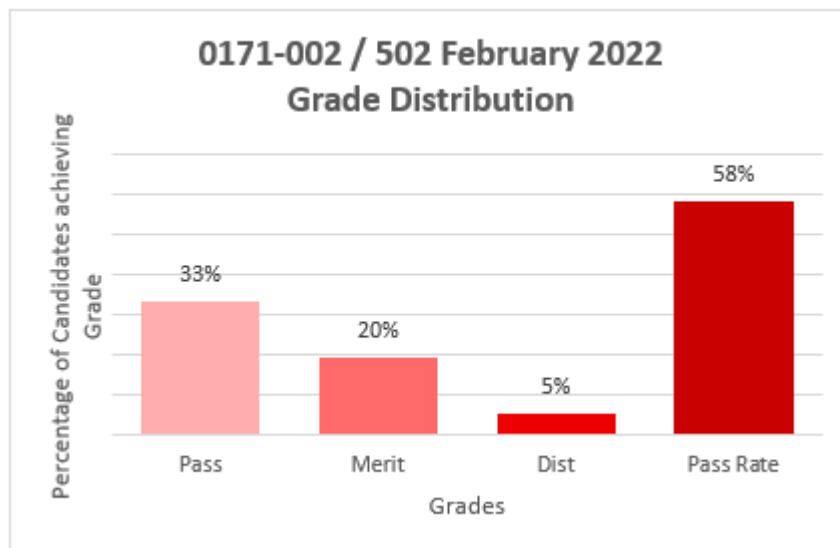
Assessment: **0171-002/502**

Series: **February 2022**

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	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: 0171-002/502

Series 1 (February)

The standard of the candidate's responses was as expected in line with the varied levels. Candidates performed well on recall questions on dairy and sheep breeds. However, recall questions on plant science and harvesting were poorly answered.

There was a wide range of accuracy and depth within questions requiring understanding and application of knowledge. The candidates who achieved higher marks were able to demonstrate breadth and depth of knowledge, backed up by relevant examples and including explanation and justification where needed. Lower achieving candidates tended to give brief and listed answers in most of their questions. There was evidence of candidates not fully reading questions, which meant they missed out on marks by not responding in the way needed or providing the level of detail needed to access the full range of marks available. 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. The understanding of soil structure, such as capping and plough pans, and plant science terminology, especially in plant development, was identified as particular areas of weakness in Unit 305.

Overall, candidates showed **strength** in:

- Types of cultivators (Unit 304)
- Damage caused by weeds (Unit 304)
- Dairy and Sheep breeds (Unit 307)

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

- Internal and external structures of plants (Unit 305)
- Functions of plant structures (Unit 305)
- Growth and development of plants (Unit 305)
- Soil structure (Unit 305)

Extended Response Question (ERQ)

The extended response question, candidates were asked to discuss how a farmer may reduce the environmental impact of their silage making operation for a herd of 200 high yielding dairy cows. There were a wide range of responses with several candidates at the top of Band 2 but the majority were around the top of Band 1. Candidates tended to give limited information which did not answer the question and, in many cases, there was a lack of technical language and disorganised and ambiguous answers.

It is advisable that candidates take care when reading the questions, particularly command words, where a named example was required, and differences between, for example, pests, diseases and disorders.

The candidates who did do well tended to demonstrate a confident understanding of the key topics and the interrelationships between the factors with some use of specialist terms and relevant examples. Answers were presented in a fairly structured format but higher marks were achievable if there was the support of clear links to the topic.

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

[Technicals in Agriculture and Land-based Engineering qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/Technical-Exam-Guides)

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.