

# **0172-541 – Level 3 Advanced Technical Extended Diploma in Animal Management (1080)**

**March 2024**

## **Chief Examiner Report**

## Contents

Introduction.....	3
0172-041/541 Level 3 Advanced Technical Extended Diploma in Animal Management (Wildlife).....	4
Grade Boundaries.....	4
Chief Examiner Commentary .....	5

## 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 2024** 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:

**0172-541 Level 3 Advanced Technical Extended Diploma in Animal Management – Theory Exam (2).**

0172-041/541 Level 3 Advanced Technical Extended Diploma in Animal Management (Wildlife)

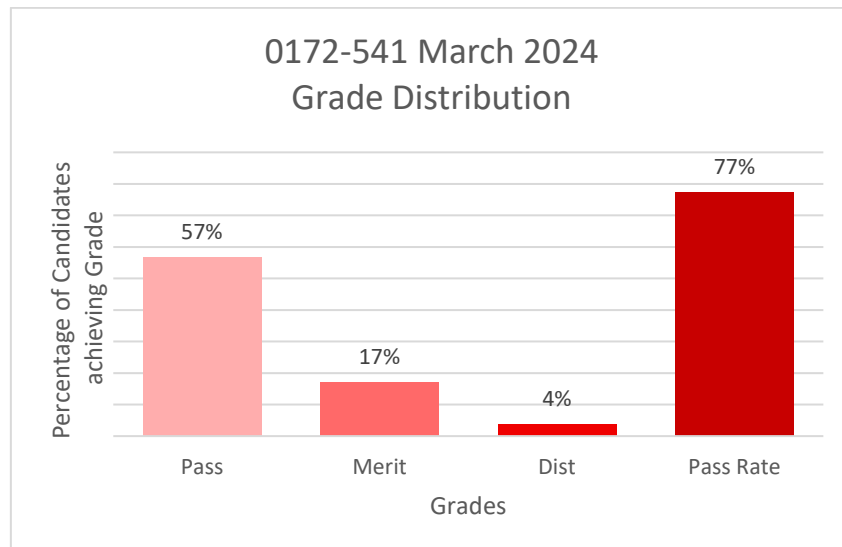
Grade Boundaries

Assessment: **0172-541**  
Series: **March 2024 (Spring)**

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	25
Merit mark	33
Distinction mark	42

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



## Chief Examiner Commentary

### 0172-041/541 Level 3 Animal Management (Wildlife) - Theory exam

#### Series 1 – March 2024

Candidate performance was stronger in the questions where recall was required but many candidates often struggled to provide depth in understanding and therefore were unable to access the higher marks in these questions. A varied performance was seen in questions containing technical terminology with candidates often providing basic descriptions of named terms. However, it was evident that there was clear confusion between some key terminology which led to candidates missing out on marks. Centres should emphasise to their candidates the importance of technical terminology and exam technique.

**Unit 308** – This unit focuses on **Wildlife Ecology and Conservation**. Candidates show strength in a question relating to hunting strategies where they were often able to provide reasonable breadth and depth. Good differentiation was seen in the topic relating to evolution. Technical terminology and legislation appeared to be an issue for many candidates. Centres should ensure that technical terminology is utilised throughout teaching to enable candidates to correctly recall and show understanding of the relevant terms.

**Unit 309** – This unit focuses on **Wildlife Management and Rehabilitation**. Strengths for this unit were around threats to wildlife and behaviour patterns. Good differentiation was seen in a question relating to wildlife management plans. Weaknesses were observed in questions requiring the recall of technical terminology.

**Unit 328** – This unit focuses on **Ecological Concepts and Application**. Candidates demonstrated an understanding of extinction and investment strategies. In these areas, candidates consistently picked up middle to high-range marks showing an understanding of the topics. Where candidates missed out on the higher-end marks they had not provided clear explanations either not giving reason, cause or consequence depending on the question requirements. Candidates struggled to provide examples of statistical errors.

**Unit 364** – This unit focuses on **Business Management in the Land-Based Sector**. Candidates were somewhat successful at providing an understanding of equal opportunities in the workplace but struggled to provide examples of records required in a specified context. Centres should continue to focus on ensuring candidates have a firm understanding of all aspects of business.

#### Extended Response Question

The Extended Response Question (ERQ) provided an opportunity for candidates to demonstrate their knowledge and understanding of the steps a rescue centre should take with a specified species. There was a varied performance observed, with some candidates accessing Band 1 providing generic and sometimes unrealistic considerations. Candidates who were allocated Band 1 often struggled to expand on the statements they provided. A high number of candidates were able to discuss different realistic options for care, and rehabilitation, as well as considering the release of the species allowing them to access Band 2. A limited number of candidates were able to expand on their explanations and give justifications for their considerations to access Band 3. Some candidates had provided some vague statements within their responses, in terms of giving a generic explanation without any further justification.

Centres are advised to help candidates develop their use and understanding of technical terminology across the qualification.

Candidates are also strongly advised to practice examination techniques when preparing for this exam to fully understand the requirements of the question before attempting to answer, particularly those that require candidates to demonstrate reasoning. Explain questions require candidates to demonstrate reasons and justifications to support the statements or cause and effect.

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/animal-management/0172-technical-in-animal-care-management-and-equine-care-management#tab=documents>

Centres opting for paper-based examinations should remind candidates that if their handwriting is illegible marks cannot be awarded.