

Level 2 Technical Certificate in Land and Wildlife (0173-20)

2023

Qualification Report

Contents

Introduction	3
Qualification Grade Distribution.....	4
Level 2 Technical Certificate in Land and Wildlife (0173-20) - Game.....	4
Level 2 Technical Certificate in Land and Wildlife (0173-20) - Fisheries.....	5
Level 2 Technical Certificate in Land and Wildlife (0173-20) - Countryside.....	6
Theory Exam.....	7
Grade Boundaries.....	7
Chief Examiner Commentary.....	9
Synoptic Assignment.....	11
Grade Boundaries.....	11
Principal Moderator Commentary.....	12
Synoptic Assignment.....	14
Grade Boundaries.....	14
Principal Moderator Commentary.....	15
Synoptic Assignment.....	17
Grade Boundaries.....	17
Principal Moderator Commentary.....	18
Synoptic Assignment.....	20
Grade Boundaries.....	20
Principal Moderator Commentary.....	21

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 2023 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

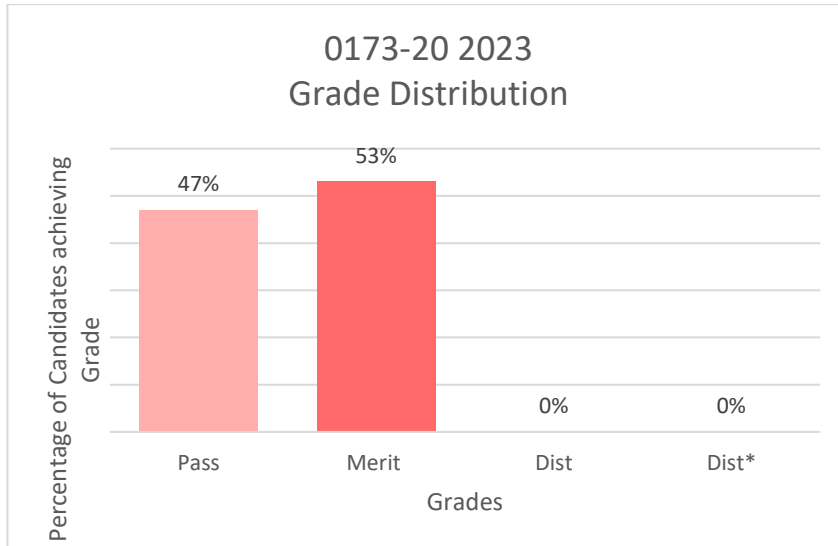
The document provides commentary on the following assessments:

- All pathways
 - 0173-524 Land and Wildlife – Theory exam
 - March 2023 (Spring)
 - June 2023 (Summer)
 - 0173-025 Land and Wildlife – Synoptic Assignment
- Game
 - 0173-026 Land and Wildlife (Game) – Synoptic Assignment
- Fisheries
 - 0173-027 Land and Wildlife (Fisheries) – Synoptic Assignment
- Countryside
 - 0173-028 Land and Wildlife (Countryside) – Synoptic Assignment

Qualification Grade Distribution

Level 2 Technical Certificate in Land and Wildlife (0173-20) - Game

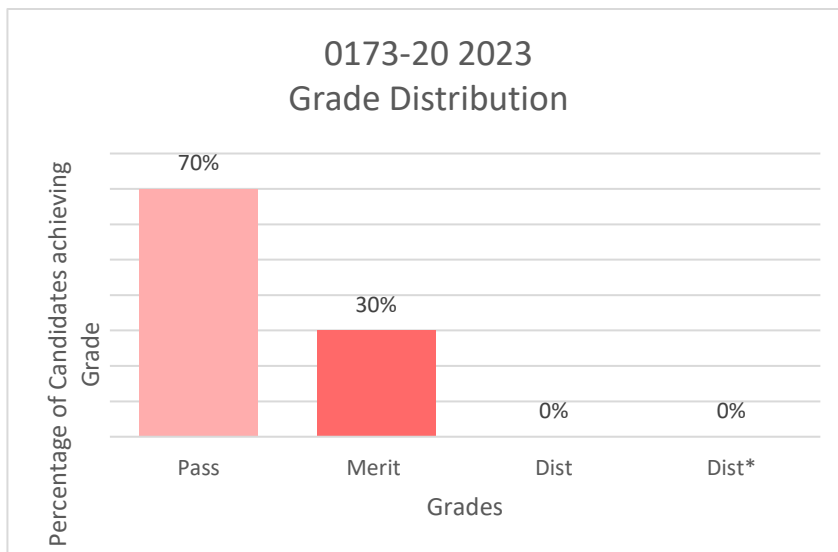
The approximate grade distribution for this qualification is shown below:



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.

Level 2 Technical Certificate in Land and Wildlife (0173-20) - Fisheries

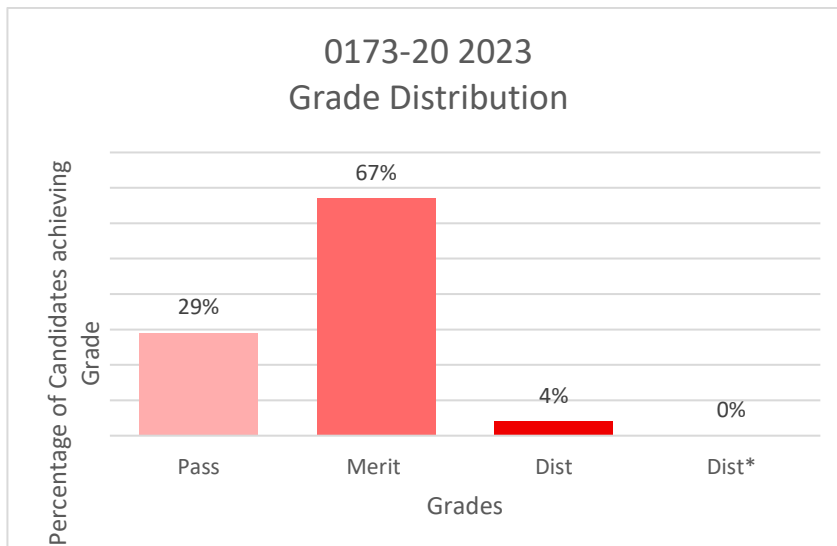
The approximate grade distribution for this qualification is shown below:



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.

Level 2 Technical Certificate in Land and Wildlife (0173-20) - Countryside

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

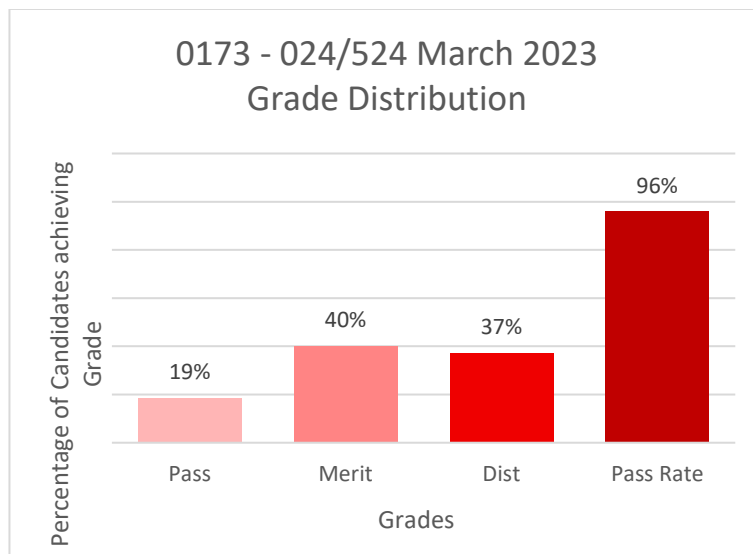
Grade Boundaries

Assessment: **0173-024/524**
Series: **March 2023 (Spring)**

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

Total marks available	50
Pass mark	22
Merit mark	29
Distinction mark	37

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account of any marks that have been amended due to generosity:

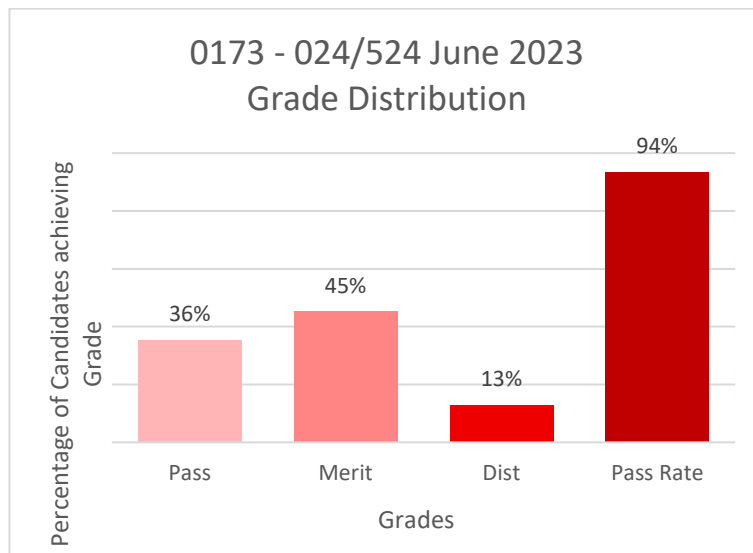


Assessment: **0173-024/524**
Series: **June 2023 (Summer)**

Below identifies the final grade boundaries for this assessment:

Total marks available	50
Pass mark	22
Merit mark	29
Distinction mark	37

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



Chief Examiner Commentary

0173-524 Land and Wildlife - Theory exam

Series 1 – March 2023

The paper is comparable with previous series. The cohort performed reasonably well throughout the assessment.

The following units were covered in this assessment:

Unit 202: Working in the land and wildlife industry.

Unit 203: Land and wildlife land-based machinery.

Unit 204: Conservation and improvements to British habitats.

Unit 205: Estate maintenance.

Candidates performed well in areas such as machinery, estate management, and job roles and responsibilities. Areas where candidates struggled were science-based questions, and employment, law/legislation and more specifically this series coppicing, wood joints, machinery, and tool use.

The AO4 questions (43-50) were the applied knowledge questions covering a range of content from across Units 202, 203, 204 and 205. Candidates were required to demonstrate their knowledge and understanding from topics using an integrated approach when attempting these questions. Overall candidates did not perform as well on these AO4 questions as they did on other parts of the exam, this in part seemed to be as they did not relate back to the scenario to aid their answers. Areas that candidates did not perform well were habitat management and construction techniques, legislation, and tool use. Candidates who achieved higher marks showed a more consistent understanding of technical terms. The higher performing candidates consistently selected the correct answers demonstrating a greater understanding of problem solving using applied knowledge.

Candidates would benefit from practising examination techniques when preparing for this exam so that they fully understand the requirements of the question before attempting to answer. This would also help them learn how to plan their answers for the extended response question. Candidates need to be prepared for the different types and structures of questions included in the paper. They need to be familiar with the range of command verbs used, and to read each question carefully.

Series 2 – June 2023

The paper is comparable with previous series and covered a range of learning outcomes across the mandatory units. The cohort performed well in this examination, with an improvement in performance from June 2022.

The following units were covered in this assessment:

Unit 202: Working in the land and wildlife industry.

Unit 203: Land and wildlife land-based machinery.

Unit 204: Conservation and improvements to British habitats.

Unit 205: Estate maintenance.

Candidates performed well in areas such as machinery, estate management, and job roles and responsibilities. Areas where candidates struggled were science-based questions, and employment, law/legislation and more specifically this series, casual work, site designations, aspects, use of a harrow and tools for cutting a mortice.

The AO4 questions (43-50) were the applied knowledge questions covering a range of content from across all the units above. Candidates were required to demonstrate their knowledge and understanding from a range of topics in an integrated approach when attempting these questions. Candidate responses showed both strengths in knowledge and understanding in some topics and struggled in others. Areas where candidates struggled were habitat management techniques, legislation and machinery and attachments. Candidates who achieved higher marks demonstrated evidence of a more consistent understanding of technical terms. The higher scoring candidates consistently selected the correct answer showing their greater understanding of problem solving using applied knowledge.

Candidates would benefit from practising examination techniques when preparing for this exam so that they fully understand the requirements of the question before attempting to answer. This would also help them learn how to plan their answers for the extended response question. Candidates need to be prepared for the different types and structures of questions included in the paper. They need to be familiar with the range of command verbs used, and to read each question carefully.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:
[Technicals in Land & Wildlife Management qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/qualifications/technical-qualifications/land-and-wildlife-management)

Synoptic Assignment

Grade Boundaries

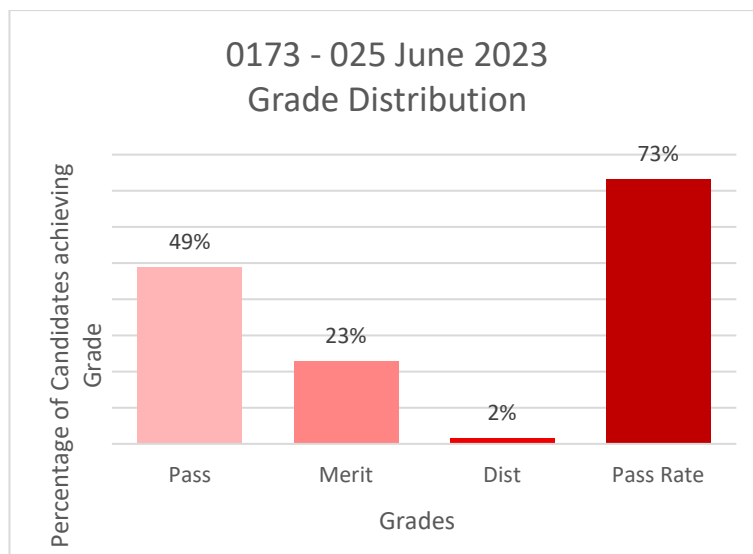
Below identifies the final grade boundaries for this assessment:

Assessment: **0173-025**

Series: **2023**

Total marks available	60
Pass mark	25
Merit mark	34
Distinction mark	44

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



Principal Moderator Commentary

The synoptic assignment consisted of a brief centred around the candidate working as an estate worker carrying out research for their employer on job roles and responsibilities in the land and wildlife industry. They were required to produce information on the habitats on the estate for the owner, and to plan and carry out a habitat management task using a chosen machine.

AO1 20% of marks: Candidates demonstrated a good level of recall on job roles and responsibilities (some candidates included additional job roles provided outside of the requirement of the task). Good recall on habitat characteristics was seen, which was helped by candidates' research notes. During the practical task (Task 3) recall was demonstrated better verbally than in the written form. Most candidates gained AO1 marks from across the banding in the assessment objective marking grid.

AO2 20% of marks: Candidates showed a good breadth of knowledge but the depth of understanding and linking wider concepts varied greatly across the candidates, as some did not link job roles to the commercial aspect of the task. This was further demonstrated in the habitat characteristics and planning of the habitat management task. The practical task demonstrated candidates understanding of the work undertaken.

AO3 30% of marks: Candidates performance was varied in the application of practical/technical skills. Candidates who showed greater practical ability, and gained higher overall marks, relied on concise PO reports which contained good detail of what was actually done by the candidate, as well as how well they did it.

AO4 20% of marks: Candidate performance varied. The tasks when viewed holistically allowed to clear links between tasks as well as wider concepts from the taught curriculum. Some candidates did do well at this, and higher marks were awarded when these links were explained as were marks in the AO2.

AO5 10% of marks: Candidate performance varied greatly on the level of attention to detail applied. Some showed limited attention to detail and there were formatting problems in reports with no titles on images and those not in colour, all impacted on marks awarded. Some candidate showed focused attention to detail. There were incomplete risk assessments throughout the cohort with generalised hazards and controls.

Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and clearly showed the quality of the candidate's performance across all assessment objectives within the practical tasks. This written Practical Observation (PO) Form evidence is the **key** evidence required for moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail and/or were providing feedback on understanding/skills in incorrect boxes on the PO form. Some centres did not always link the tutor feedback to the bandings in the assessment objective marking grid or provide detail on areas for improvement within each assessment objective. Focusing on the quality and clarity of the tutor written feedback is essential moving forward.

There were several occurrences where the overall marks on the Candidate Record Form (CRF) had been added up incorrectly. There were also occasions where candidate evidence was missing from the moderation portal or signatures were missing from candidate declaration forms, and a smaller number of occurrences where declaration forms were not uploaded to the moderation portal. Care should be taken to ensure these administrative aspects are correct when marking and uploading to the moderation portal.

Where there is more than one marker within the qualification, centres should ensure that the evidence that is uploaded for each candidate is in the same detail and is consistent across the

cohort. A small number of centres uploaded tutor written evidence on the POF and CRF that varied in detail across assessors. A consistent standardised approach between markers will enable the moderation process to be undertaken without hindrance.

Where tutor and candidate evidence is uploaded in a handwritten format, care should be taken to ensure all evidence is fully legible and that both sides of the paper/evidence are scanned. It is best practice to word process evidence.

Overall, the majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence for each candidate as **one** document:

- Signed and dated declaration of authenticity.
- Detailed CRF (one completed for the entire assessment). AO3 written feedback on the CRF which summarises the quality of the practical performance.
- Detailed POF's or centre produced equivalent which focuses on the quality of candidate performance across the different AO's. These can be separate for different tasks or brought together on one form.
- Candidate written work. Tutor annotations on written work are beneficial for moderation purposes.

Synoptic Assignment

Grade Boundaries

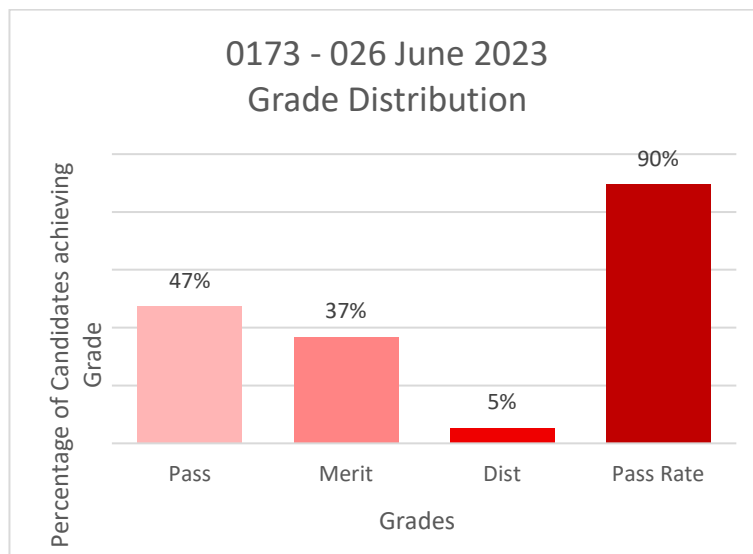
Below identifies the final grade boundaries for this assessment:

Assessment: **0173-026**

Series: **2023**

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 using the above boundary marks:



Principal Moderator Commentary

The synoptic assignment consisted of a brief centred around candidates working as an underkeeper on a mixed sporting estate. They were required to provide information on game bird rearing and to produce a pest and predator plan for the protection of pheasants during rearing. Candidates were also required to complete a pre-shooting condition checklist, which included a risk assessment, they also had to safely demonstrate two shooting positions. Candidates were also required to produce a briefing note on the installation of a high seat.

AO1 20% of marks: Candidates had the opportunity to demonstrate recall of knowledge throughout all three tasks, generally they performed well and showed an appropriate level of knowledge across the qualification. Higher marks were gained when candidates were able to use technical language appropriate to the industry. Candidates gained AO1 marks from across the banding in the assessment objective marking grid.

AO2 20% of marks: The tasks allowed candidates to provide evidence that showed that they understood concepts, theories and processes relating to the game industry. Candidates that gained higher marks were able to fully engage with the requirements of the tasks and showed both breadth and depth. Some areas lacked consistency in depth of understanding required, with some candidates not setting a plan for when a method should be used for the pest and predator cover plan.

AO3 30% of marks: Most candidates demonstrated good performance in this assessment objective, with candidates correctly and safely using a rifle, and by providing links to the wider curriculum and AO4. There were strong risk assessments and condition check lists which were well linked to the task using the provided City & Guilds proforma. Clear observational comments on the Practical Observational form provided good evidence of candidate's performance, however comments need to be related more specifically to the marking grid.

AO4 20% of marks: Some candidates who had developed a wider knowledge of the skills required by a gamekeeper were able to score highly in this objective and showed evidence of using their knowledge, understanding and skills to bring the information together. Candidates need to perform consistently well in AO1 and AO2 to gain marks in Band 3 in this assessment objective.

AO5 10% of marks: The tasks in the synoptic assessment allowed a range of opportunities for candidates to demonstrate attention to detail. Candidates that demonstrated safe use of a gun were able to gain marks as they were able to apply their practical skills and knowledge. Attention to detail varied, as did the bringing the synoptic together as a whole. Centres need to remember when awarding this AO that it is not just about the effort submitted by the candidate but the quality of the finished product.

Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and clearly showed the quality of the candidate's performance across all AO's within the practical tasks. This written Practical Observation (PO) Form evidence is the **key** evidence required for moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail and/or were providing feedback on understanding/skills in incorrect boxes on the PO form. Some centres did not always link the tutor feedback to the bandings in the assessment objective marking grid or provide detail on areas for improvement within each assessment objective. Focusing on the quality and clarity of the tutor written feedback is essential moving forward.

There were a number of occurrences where the overall marks on the Candidate Record Form (CRF) had been added up incorrectly. There were also occasions where candidate evidence was missing from the moderation portal or signatures were missing from candidate declaration forms, and a smaller number of occurrences where declaration forms were not uploaded to the moderation portal. Care should be taken to ensure these administrative aspects are correct when marking and uploading to the moderation portal.

Where there is more than one marker within the qualification, centres should ensure that the evidence that is uploaded for each candidate is in the same detail and is consistent across the cohort. A small number of centres uploaded tutor written evidence on the POF and CRF that varied in detail across assessors. A consistent standardised approach between markers will enable the moderation process to be undertaken without hindrance.

Where tutor and candidate evidence is uploaded in a handwritten format, care should be taken to ensure all evidence is fully legible and that both sides of the paper/evidence are scanned. It is best practice to word process evidence.

Overall, the majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence for each candidate as **one** document.

- Signed and dated declaration of authenticity.
- Detailed CRF (one completed for the entire assessment). AO3 written feedback on the CRF which summarises the quality of the practical performance.
- Detailed POF's or centre produced equivalent which focuses on the quality of candidate performance across the different AO's. These can be separate for different tasks or brought together on one form.
- Candidate written work. Tutor annotations on written work are beneficial for moderation purposes.

Synoptic Assignment

Grade Boundaries

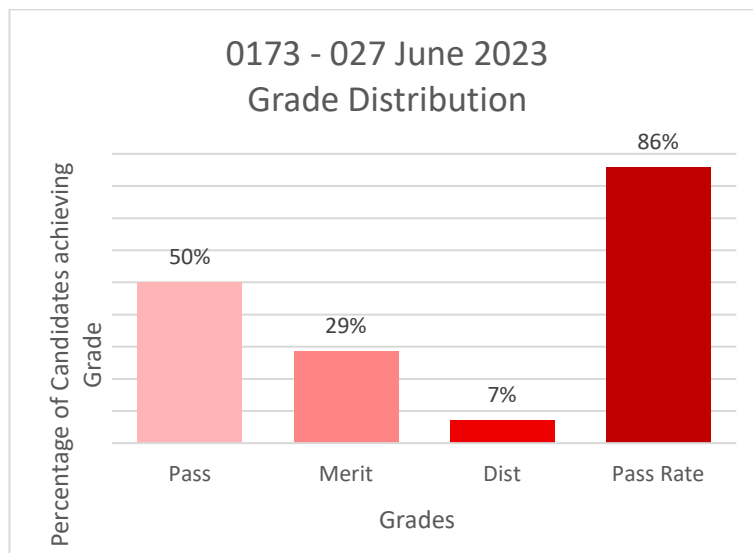
Below identifies the final grade boundaries for this assessment:

Assessment: **0173-027**

Series: **2023**

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 using the above boundary marks:



Principal Moderator Commentary

The synoptic assignment contained a brief centred around candidates working as a fishery technician at a college. Candidates were required to prepare for fish capture at a fishery, discussing the intended capture method and reason for selection. Candidates then assisted in the fish capture operation, completed a relevant risk assessment for this task and produced a report informed by the species captured which included relevant maintenance and health care requirements. Candidates were also required to carry out a fish dissection and complete a labelled diagram with organs and their functions, as well as determining the age of the fish. A briefing note was also required to guide a presentation at a school on angling in the UK.

AO1 20% of marks: Candidates had the opportunity to demonstrate recall of knowledge throughout all the tasks. Higher marks were gained when candidates were able to use technical language appropriate to the industry correctly. Recall was also demonstrated through the completion of a risk assessments, fish capture method stock maintenance task and predator control as well as identification of fish organs through dissection and aging fish via a scale.

AO2 20% of marks: The tasks allowed candidates to provide evidence that showed that they understood concepts, theories and processes relating to the fishery industry. Candidates demonstrated their knowledge of fish capture methods, how to maintain healthy stock and the function of internal and external features of a named fish. Some candidates did not always fully explain stock control of fish, and most did not explain controls that were linked to the risk, with most stating PPE as the control. Some areas did lack consistency in terms of depth of understanding and connections across the topics.

AO3 25% of marks: Candidates demonstrated their technical skills and performance of practical tasks which are undertaken in the fisheries industry. The task provided the opportunity for candidates to use a range and depth of skills. Some candidates responded well to the practical skills required in this assessment and gained higher marks.

AO4 20% of marks: Candidates who had developed a wider knowledge of the skills required by a fishery assistant were able to score highly in this objective. The synoptic assessment scenario and tasks provided the opportunity for candidates to evidence this assessment objective and bring the synoptic together as a whole. Candidates need to perform consistently well in AO1 and AO2 to gain marks in Band 3 in this assessment objective.

AO5 15% of marks: The tasks in the synoptic assessment allowed a range of opportunities for the candidate to demonstrate attention to detail when ensuring they answered the list of requirements in the tasks. Performance was varied across the cohort, with some candidates showing limited attention to detail, whilst other showed some focused attention to detail.

Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and clearly showed the quality of the candidate's performance across all AO's within the practical tasks. This written Practical Observation (PO) Form evidence is the **key** evidence required for moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail and/or were providing feedback on understanding/skills in incorrect boxes on the PO form. Some centres did not always link the tutor feedback to the bandings in the assessment objective marking grid or provide detail on areas for improvement within each assessment objective. Focusing on the quality and clarity of the tutor written feedback is essential moving forward.

There were a number of occurrences where the overall marks on the Candidate Record Form (CRF) had been added up incorrectly. There were also occasions where candidate evidence was missing from the moderation portal or signatures were missing from candidate declaration forms,

and a smaller number of occurrences where declaration forms were not uploaded to the moderation portal. Care should be taken to ensure these administrative aspects are correct when marking and uploading to the moderation portal.

Where there is more than one marker within the qualification, centres should ensure that the evidence that is uploaded for each candidate is in the same detail and is consistent across the cohort. A small number of centres uploaded tutor written evidence on the POF and CRF that varied in detail across assessors. A consistent standardised approach between markers will enable the moderation process to be undertaken without hindrance.

Where tutor and candidate evidence is uploaded in a handwritten format, care should be taken to ensure all evidence is fully legible and that both sides of the paper/evidence are scanned. It is best practice to word process evidence.

Overall, the majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence for each candidate as **one** document.

- Signed and dated declaration of authenticity.
- Detailed CRF (one completed for the entire assessment). AO3 written feedback on the CRF which summarises the quality of the practical performance.
- Detailed POF's or centre produced equivalent which focuses on the quality of candidate performance across the different AO's. These can be separate for different tasks or brought together on one form.
- Candidate written work. Tutor annotations on written work are beneficial for moderation purposes.

Synoptic Assignment

Grade Boundaries

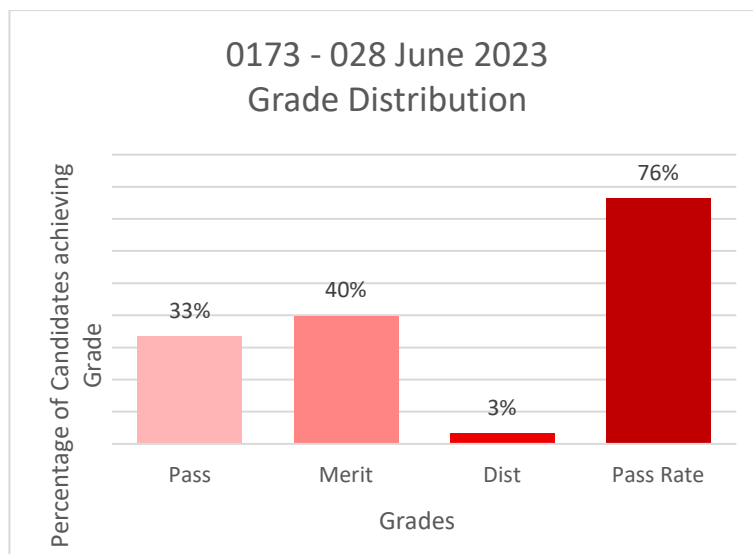
Below identifies the final grade boundaries for this assessment:

Assessment: **0173-028**

Series: **2023**

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

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



Principal Moderator Commentary

The synoptic assignment consisted of a brief centred around candidates being employed by a Wildlife Trust and being responsible for flora species. Candidates were required to plan and carry out two surveys in two different habitats. They were to carry out a basic soil analysis of these surveyed habitats which was then completed. Candidates produced a report analysing the results of the survey with a summary of their findings.

Candidates were also tasked with producing a presentation explaining the health benefits for people visiting the habitats identified. They were also required to produce a questionnaire to establish the needs of visitors at the surveyed sites. The practical activities in particular assessed skills which are strongly related to activities candidates would be expected to undertake in future employment within the industry.

AO1 20% of marks: Candidates had the opportunity to demonstrate recall of knowledge throughout all three tasks. Higher marks were gained when candidates were able to use technical language appropriate to the industry correctly and showed that they had knowledge on surveys and comparing results, visitor management and why countryside sites are important for to individuals.

AO2 25% of marks: The tasks allowed candidates to provide evidence that showed that they understood concepts, theories and processes relating to the countryside industry. Candidates that gained higher marks were able to execute surveys well and understand the results. Some candidates showed misunderstanding and confusion on the pH scale and interpretation but applied good methods in the AO3. Some candidates made connections between the site surveyed and methods used and why countryside sites are important for visitors.

AO3 20% of marks: Task 1 allowed candidates to demonstrate their practical, technical skills and performance in practical tasks which are undertaken in the field by a countryside worker. The surveys allowed candidates to plan and undertake repeatable surveys to allow for a comparison. Candidates who could respond well to all the practical skills in this assessment gained higher marks.

AO4 25% of marks: Candidates who had developed a wider knowledge of the skills required by a countryside worker were able to score highly in this objective. The synoptic assessment scenario and tasks provided candidates the opportunity to evidence this assessment objective. Candidates needed to perform consistently well in AO1 and AO2 to gain marks in band 3 in this assessment objective.

AO5 10% of marks: The tasks in the synoptic assessment allowed a range of opportunities for candidates to demonstrate attention to detail. Candidates needed to carefully undertake surveying techniques, present data eg maps, tables, photographs and charts. Consistent attention to detail was not always executed well eg titles and annotations.

Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and clearly showed the quality of the candidate's performance across all AO's within the practical tasks. This written Practical Observation (PO) Form evidence is the **key** evidence required for moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail and/or were providing feedback on understanding/skills in incorrect boxes on the PO form. Some centres did not always link the tutor feedback to the bandings in the assessment objective marking grid or provide detail on areas for improvement within each assessment objective. Focusing on the quality and clarity of the tutor written feedback is essential moving forward.

There were several occurrences where the overall marks on the Candidate Record Form (CRF) had been added up incorrectly. There were also occasions where candidate evidence was missing from the moderation portal or signatures were missing from candidate declaration forms, and a smaller number of occurrences where declaration forms were not uploaded to the moderation portal. Care should be taken to ensure these administrative aspects are correct when marking and uploading to the moderation portal.

Where there is more than one marker within the qualification, centres should ensure that the evidence that is uploaded for each candidate is in the same detail and is consistent across the cohort. A small number of centres uploaded tutor written evidence on the POF and CRF that varied in detail across assessors. A consistent standardised approach between markers will enable the moderation process to be undertaken without hindrance.

Where tutor and candidate evidence is uploaded in a handwritten format, care should be taken to ensure all evidence is fully legible and that both sides of the paper/evidence are scanned. It is best practice to word process evidence.

Overall, the majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence for each candidate as **one** document.

- Signed and dated declaration of authenticity.
- Detailed CRF (one completed for the entire assessment). AO3 written feedback on the CRF which summarises the quality of the practical performance.
- Detailed POF's or centre produced equivalent which focuses on the quality of candidate performance across the different AO's. These can be separate for different tasks or brought together on one form.
- Candidate written work. Tutor annotations on written work are beneficial for moderation purposes.