Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) (0173-37)

2019

Qualification Report

Contents

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 2019 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
- All pathways (Countryside, Game, Fisheries)
  - 0173-501/001 Land and Wildlife Management – Theory Exam.
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0173-004 Land and Wildlife Management – Synoptic Assignment

Year 2
- Countryside
  - 0173-509/009 Land and Wildlife Management (Countryside) – Theory Exam.
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0173-010 Land and Wildlife Management (Countryside) – Synoptic Assignment

- Game
  - 0173-511/011 Land and Wildlife Management (Game) – Theory exam
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0173-012 Land and Wildlife Management (Game) – Synoptic Assignment

- Fisheries
  - 0173-513/013 Land and Wildlife Management (Fisheries) – Theory exam
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0173-014 Land and Wildlife Management (Fisheries) – Synoptic Assignment

Qualification Grade Distribution

0173-37 Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – Countryside

The grade distribution for this qualification is shown below:
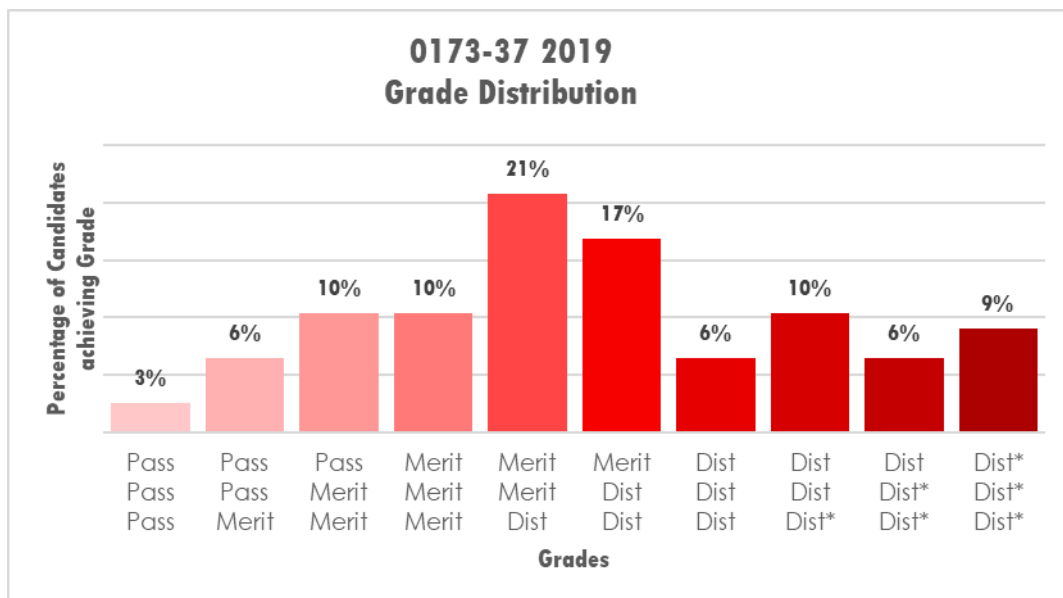
Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

0173-37 Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) - Game

The grade distribution for this qualification is shown below:
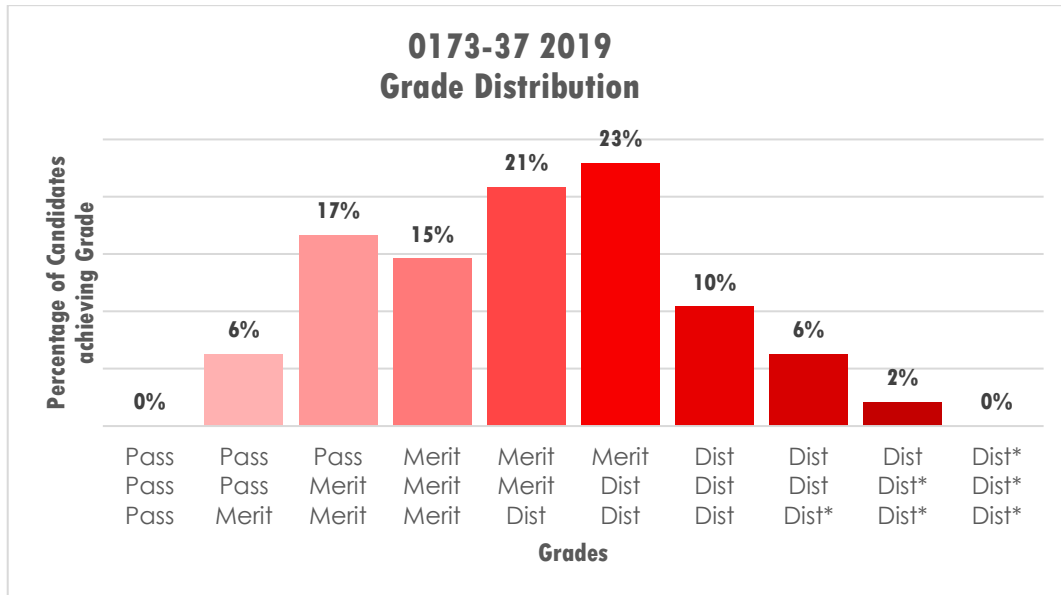
0173-37 2019 Grade Distribution

Grade	Percentage
Pass Pass Pass	0%
Pass Pass Merit	6%
Pass Merit Merit	17%
Merit Merit Merit	15%
Merit Merit Dist	21%
Merit Dist Dist	23%
Dist Dist Dist	10%
Dist Dist Dist*	6%
Dist Dist* Dist*	2%
Dist* Dist* Dist*	0%

Percentage of Candidates achieving Grade / Grades

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.

0173-37 Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) - Fisheries

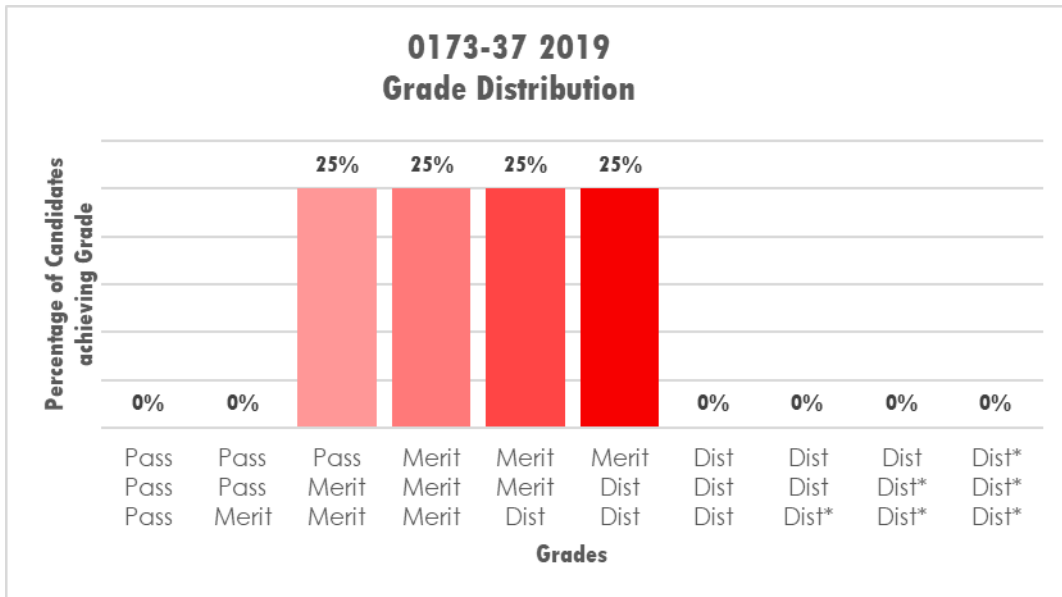The grade distribution for this qualification is shown below:

0173-37 2019
Grade Distribution

Grades	Pass Pass Pass	Pass Pass Merit	Pass Merit Merit	Merit Merit Merit	Merit Merit Dist	Merit Dist Dist	Dist Dist Dist	Dist Dist Dist*	Dist Dist* Dist*	Dist* Dist* Dist*
Percentage	0%	0%	25%	25%	25%	25%	0%	0%	0%	0%

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

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – All pathways

Grade Boundaries

Assessment: **0173-501/001**
Series: **March 2019 (Spring)**

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

Total marks available	60
Pass mark	26
Merit mark	35
Distinction mark	45

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

0173-001/501 March 2019
Grade Distribution

Assessment: **0173-001**
Series: **June 2019 (Summer)**

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

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:
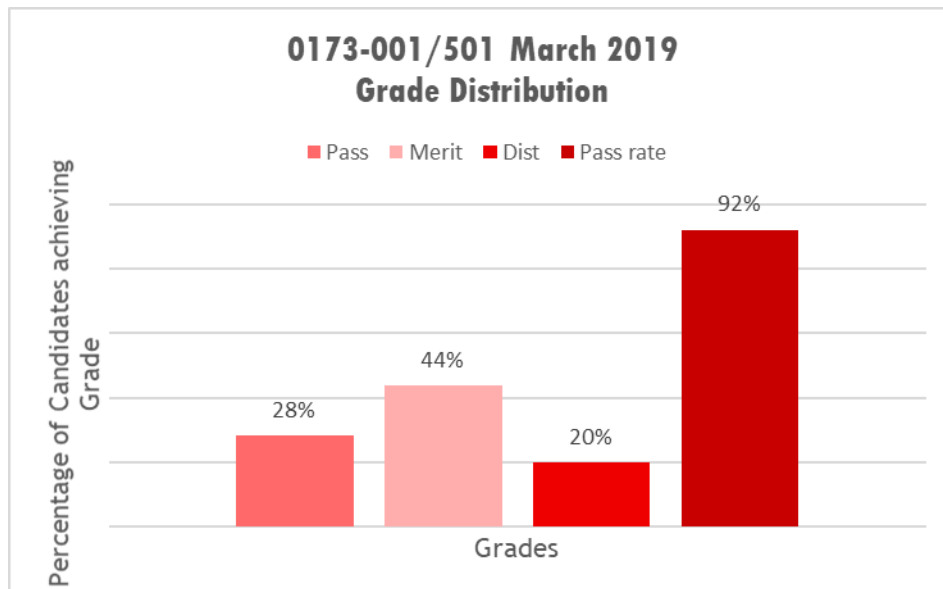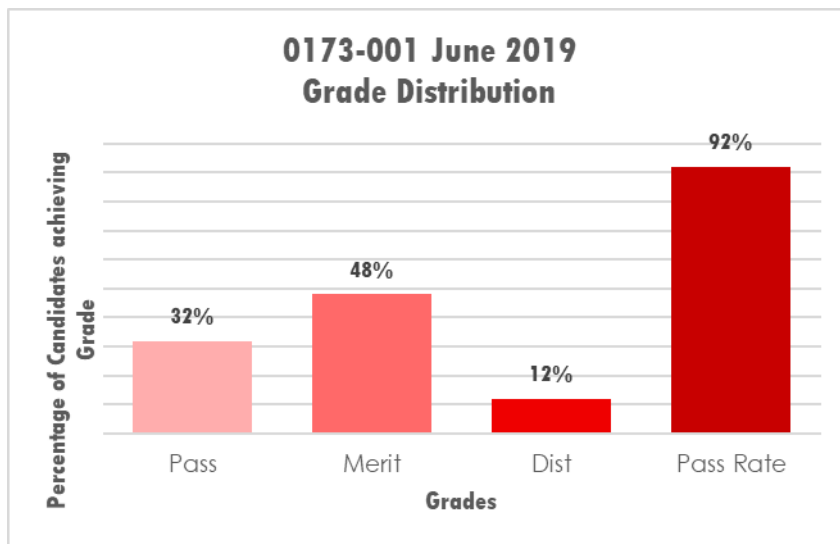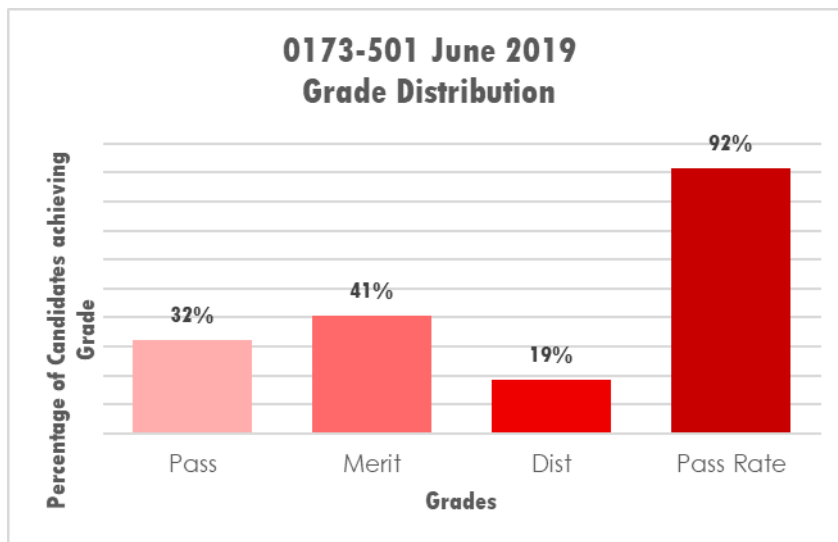
Assessment: **0173-501**
Series: **June 2019 (Summer)**

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

Total marks available	50
Pass mark	21
Merit mark	28
Distinction mark	35

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

Chief Examiner Commentary

0173-501/001 Land and Wildlife Management - Theory exam

Series 1 – March 2019

Well balanced paper which allowed differentiation between knowledge and understanding levels of learners. Most questions were attempted by candidates with questions about evolutions being mostly left unanswered. The practical based questions provided the core marks for those candidates that scored lower marks where candidates could talk in general terms. Conservation strategies both internal and international where poorly understood.

The command words were not clearly understood by many with detailed answers often given for list and recall questions. Questions which required explanations or justifications were not always fully developed.

The stretch and challenge final question allowed a wide range of considerations and allowed candidates to demonstrate their breadth of knowledge and understanding of the issue. Many did not use the available space to expand their answers whilst some took full advantage and wrote several pages with good discussion of the various choices that could be made.

Series 2 – June 2019

The paper- based version was adjusted to 50 marks to ensure that standards were maintained.

This meant the two versions were awarded separately and as a result have different grade boundaries.

Overall both papers were well balanced and provided all candidates with the opportunity to demonstrate their level of knowledge and understanding. The majority of questions were attempted by all candidates.

Some candidates had difficulty answering questions relating to population dynamics, surveys, ecology and conservation. Many candidates struggled with the calculation question.

Candidates who scored higher marks were able to demonstrate their application of knowledge accurately, particularly in questions requiring explanation, such as factors that have impacted on Badger populations in England, the impact of non-native species on UK native species and factors that affect population dynamics of UK species.

Some candidates consistently applied the correct command words, providing lists, descriptions and explanations where required. Other candidates interchanged the word explain with describe and list, leading to answers that did not provide sufficient depth.

The final integrated question enabled candidates to suggest a wide range of considerations, demonstrating the depth and breadth of their knowledge and understanding of the scenario posed. Some candidates attempted to expand their answers and used the space provided, this resulted in good discussion points. However some candidates simply described the method of how to cut the vegetation with different machinery, which lead to answers that did not fully address the scenario provided.

Theory Exams – Year 2

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) - Countryside
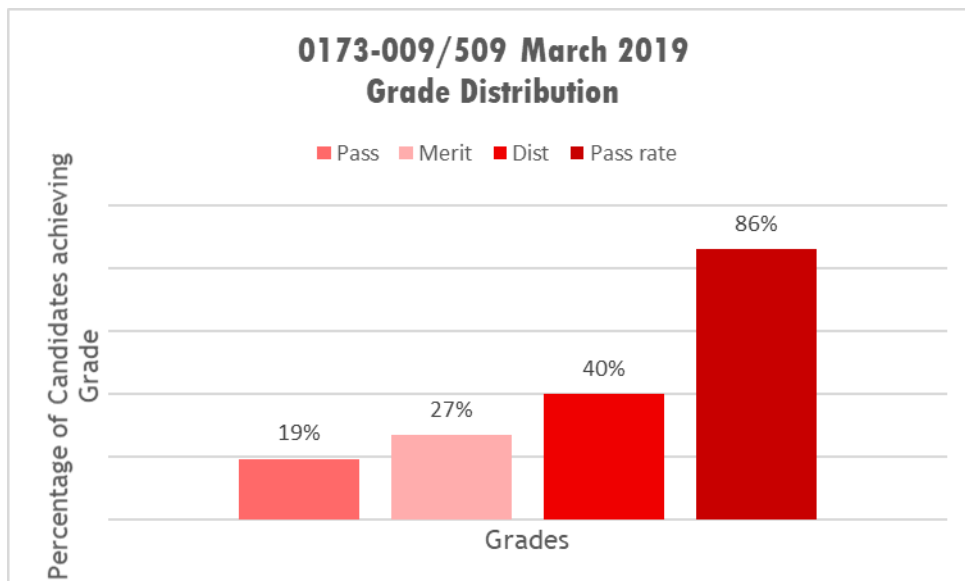
Grade Boundaries

Assessment: **0173-509/009**
Series: **March 2019 (Spring)**

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

Total marks available	60
Pass mark	26
Merit mark	35
Distinction mark	44

The graph below shows the approximate distributions of grades and pass rate for this assessment:
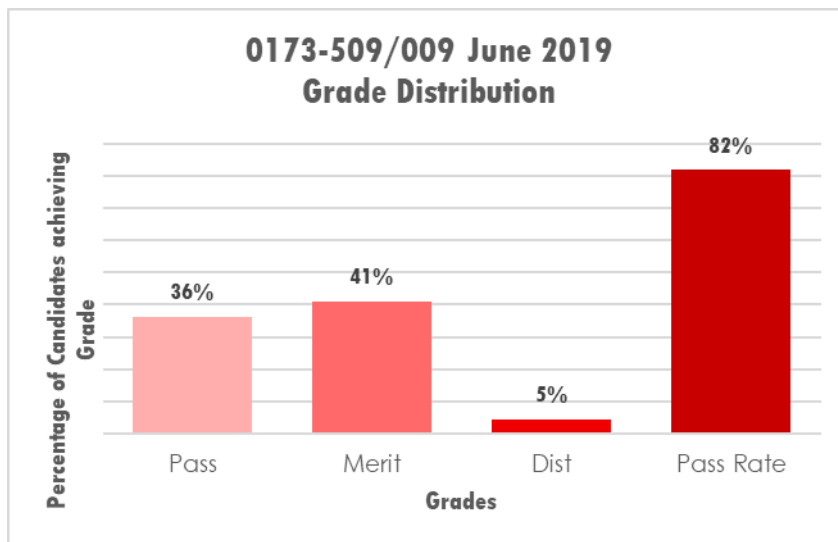
Assessment: **0173-509/009**
Series: **June 2019 (Summer)**

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	42

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

Chief Examiner Commentary

0173-509/009 Land and Wildlife Management (Countryside) - Theory exam

Series 1 – March 2019

Generally, candidate response to the extended answer question was better than previous papers and they and they were able to structure a comprehensive explanation. Knowledge questions were mostly well answered with understanding questions being more challenging for the candidates; some candidates did not always provide an explanation or description in their answer and instead 'listed' or 'stated' responses.

Candidates demonstrated good knowledge of water and the hydrological cycle but were challenged more with the nitrogen cycle. Some learners showed detailed knowledge of soil composition whilst other candidates were weak in this area of technical content.

Candidates demonstrated good knowledge about historic features within a woodland and were generally able to report clearly on structures and features of a woodland ecosystem. Relationships between parental investment and breeding systems were seen as a strength and most candidates were able to clearly describe habitat fragmentation.

Across the examination paper, candidates demonstrated a better breadth of knowledge rather than depth of knowledge. Some candidates did not respond appropriately to questions which required a description or explanation.

Answers to the extended response has improved. Candidates appeared better prepared to structure essay style questions however they are not always able to tailor their answer to the specific scenario set. To further improve, candidates should tailor their responses more closely to the scenario. Most candidates understood the context of the scenario and were able to apply relevant management techniques that could be implemented at the site. Some candidates provided management techniques that were inappropriate or demonstrated a lack of understanding.

Candidates accessed higher marks where they were able to provide an extensive range of management techniques supplemented with detailed reasoning to support their decisions.

Series 2 – June 2019

The candidates had the opportunity to perform well in this examination. In the last series, the candidate response to the extended question had improved; candidates were beginning to provide structured and detailed answers however, in this series candidates were challenged by the final question on the paper. Whilst it is evident that some centres have been preparing learners to answer extended style questions, candidates are not yet able to adapt to the slight change in scenario and focus of this question.

Knowledge questions were mostly well answered however, some of the questions which required definitions were not accurately answered. Candidates did not perform as well on questions testing understanding. Some candidates did not respond to the command verb in the question to provide an explanation or description where required. This was evident in explaining the potential impact on habitats following a natural disaster and explaining the differences between monogamous and polygamous mating systems.

Candidates demonstrated a good breadth of knowledge across the paper. They were able to recall basic knowledge from the water, nitrogen and carbon cycles but the process of lithification was less clearly recalled. Technical terms for example, pioneer species and climax community also challenged some candidates. Historically, candidates encounter a challenge when

answering questions associated with weather and climate; they tend to find the processes difficult to explain showing that these topics are not yet fully understood. Performance on questions related to woodland habitat management was a strong area for this cohort.

The extended response question was not well answered. Candidates were not able to formulate report style answers which provided a discussion which showed breadth and depth. This resulted in answers which were not always well structured. Some candidates attempted to follow an essay style framework which did not appropriately fit the question. Candidates accessed higher marks when they were able to provide a clear understanding of the factors that may influence populations and provide some justifications for wildlife surveys and woodland management techniques. Appropriate use of technical terms also gained marks for candidates.

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) - Game
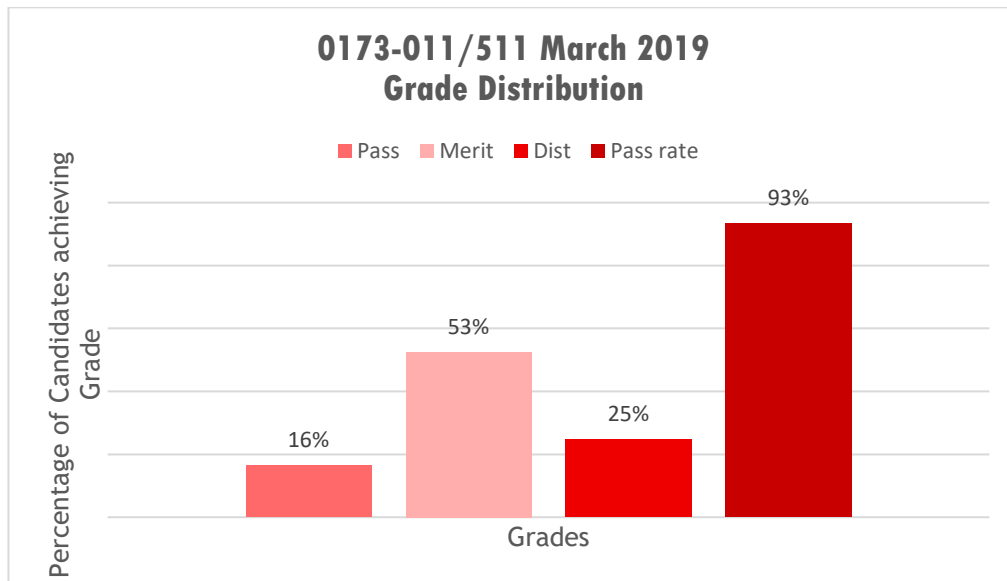
Grade Boundaries

Assessment: **0173-511/011**
Series: **March/ 2019 (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:
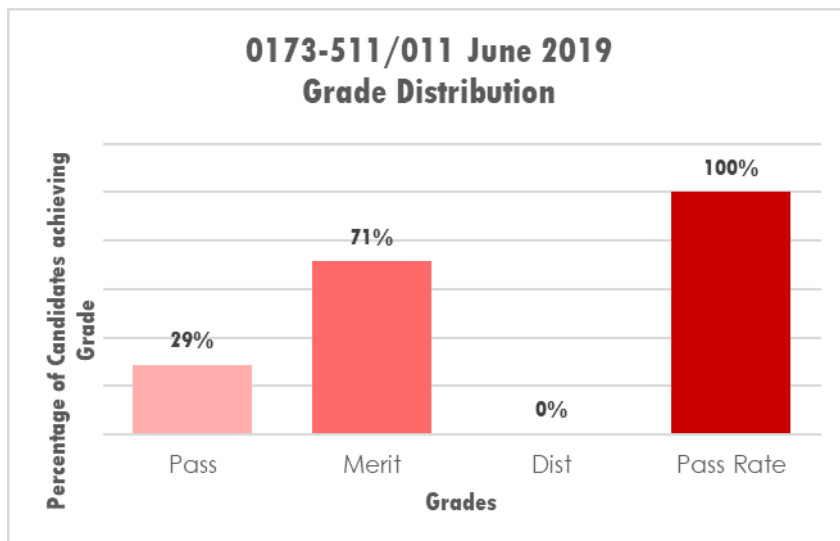
Assessment: **0173-511/011**
Series: **June 2019 (Summer)**

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:

Chief Examiner Commentary

0173-511/011 Land and Wildlife (Game) - Theory exam

Series 1 – March 2019

The paper covered a range of learning outcomes across several units with a good balance between breadth and depth of content being tested for each unit. Overall candidate performance was good.

Candidates showed greater familiarity with the contents of the more practical / vocational units than the more theoretical units, where a lack of both knowledge and understanding was demonstrated by many candidates.

Responses to the extended answer question tended to less well developed. Many answers lacked content, focussing on very few considerations, or where discussion was broader, little more than bullet point responses were given in terms of detail.

Series 2 – June 2019

The paper covered a range of learning outcomes across units with a good balance between breadth and depth of content being tested for each unit. Overall candidate performance was good, with very few occasions where a candidate had failed to make an attempt at answering every question.

Candidates showed greater familiarity with the contents of the more practical / vocational units than the more theoretical units, where candidates were less able to demonstrate knowledge and understanding.

Although responses generally indicated reasonable overall breadth of knowledge, depth of knowledge was more lacking in responses more theoretical questions, apart from one question where the context enabled candidates to relate the question to a practical application. Many candidates performed extremely well in the 4, 5 and 6 mark questions, with strong use of technical terms and clear understanding of concepts demonstrated.

The extended response question tended to be less well answered when compared with the rest of the paper, though an improvement on performance compared to the March 2019 series was noted, with discussion being broader and answers more structured.

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) - Fisheries
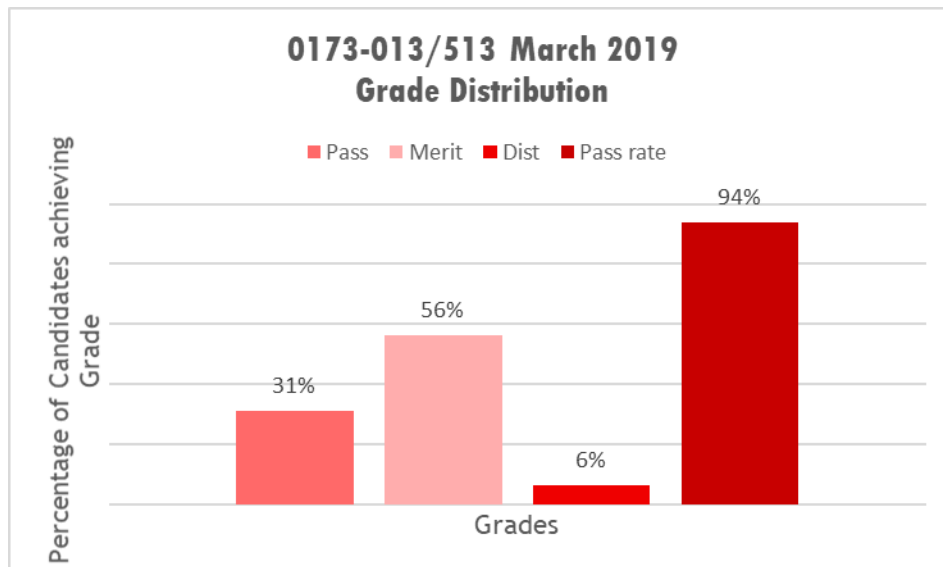
Grade Boundaries

Assessment: **0173-513/013**
Series: **March/ 2019 (Spring)**

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 distributions of grades and pass rate for this assessment:
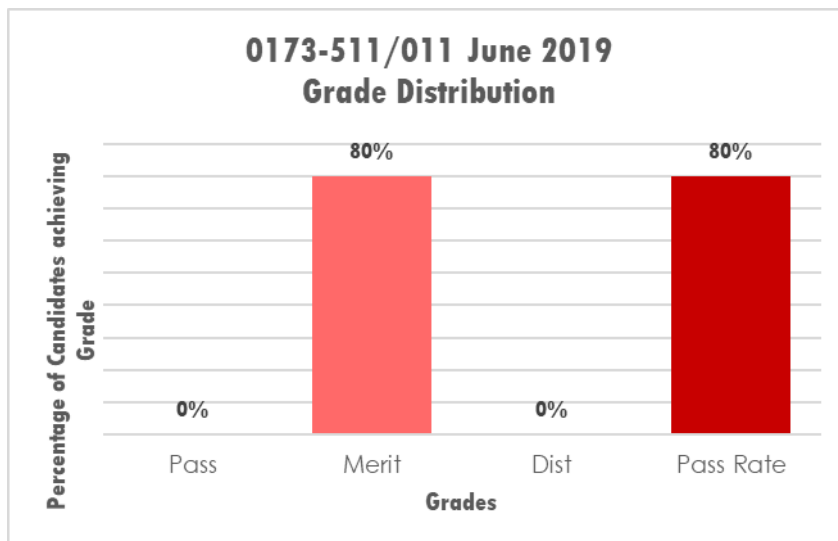
Assessment: **0173-513/013**
Series: **June 2019 (Summer)**

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	42

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

Chief Examiner Commentary

0173-513/013 Land and Wildlife (Fisheries) - Theory exam

Series 1 – March 2019

The questions were accessible to candidates and all questions were attempted. Some candidates misinterpreted questions 4 and 6 and question 5 proved challenging and some responses were not awarded higher marks. Candidates are advised to read questions carefully to ensure that they fully understand what is being asked.

The extended response question drew linked answers from most candidates and provided the candidate with lots of scope to build a detailed answer. In the majority of the papers, there was clear evidence of extended knowledge of cause, effect and control of the subject matter.

Series 2 – June 2019

The paper offers the learner a chance to express a wide range of knowledge across the breadth and depth of each associated unit for AO1, AO2 and AO4 criteria.

The paper opens with a series of knowledge/recall questions to ease the candidate into the script and follows a general pattern of starting each new subject area with knowledge questions before leading in to understanding questions.

The extended response question provides plenty of scope for the learner to demonstrate their range and depth of knowledge throughout several unit areas. Higher achievers should be able to link concepts and provide justification and reasoning to resolutions.

Synoptic Assignments – Year 1

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – All pathways
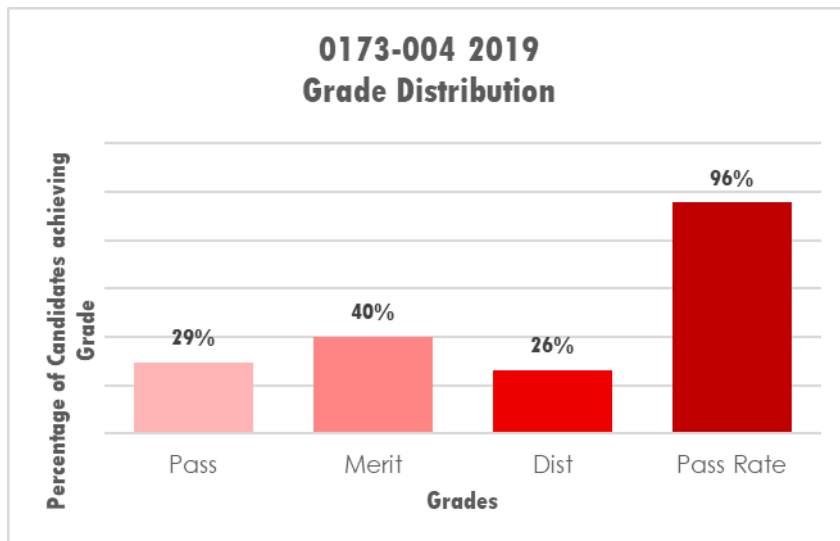
Grade Boundaries

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

Assessment: **0173-004**
Series: **2019**

Total marks available	60
Pass mark	24
Merit mark	34
Distinction mark	45

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

Principal Moderator Commentary

AO1 20% of marks; - Recall on species identification varied as expected but choosing the correct resources to carry out surveys was excellent in most cases where a specific survey method was used. The methods of improving a species population even with extensive research was not always well-understood. How to complete a risk assessment still requires more practice. Pre-start checks on machinery and tools was generally good. Description of use was also good.

AO2 20% of marks; - The breadth of knowledge was good but the depth of understanding and linking wider concepts varied greatly. This was demonstrated in the write up of the survey results and the choice of species to improve its population. Where candidates carried out the habitat improvement task on the same site as the survey, greater understanding of concepts were shown. Explanations of the impact of recreation and any mitigation showed greater understanding and depth.

 AO3 30% of marks; - Centres seemed to put greater emphasis on the habitat practical than the survey, and although some photos were in evidence the marks awarded relied on concise PO reports with detail of what was actually done by the learner as well as how well they did it. Where this was provided moderation was made simpler.

AO4 20% of marks; - The tasks when viewed holistically allowed clear links to be made between them as well as wider concepts from the taught curriculum. Higher marks were awarded when these links were explained as were marks in AO2.

AO5 10% of marks; - Formatting problems in reports (eg no titles on images and images not in colour) all impact on marks awarded as well as incomplete risk assessments or failure to complete the task fully.

Synoptic Assignments – Year 2

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – Countryside
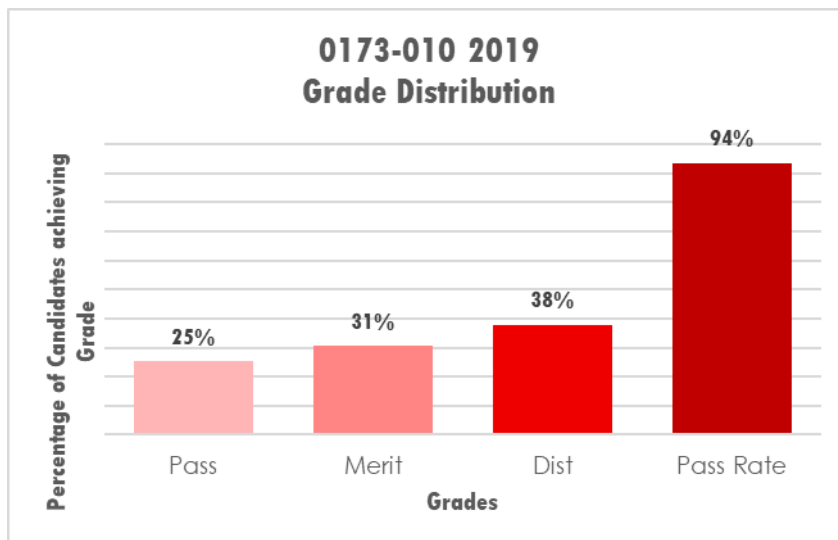
Grade Boundaries

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

Assessment: **0173-010**
Series: **2019**

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:

Principal Moderator Commentary

AO1 10% of marks;- Learners chose the equipment and demonstrated its correct use for carrying out survey work, using other organisations survey recording forms from NVC and the Environment Agency. Risk assessments produced still need improvement by many. The recall of habitat management methods varied between higher and lower achievers.

AO2 25% of marks;- The breadth of knowledge was good but the depth of understanding and linking wider concepts varied greatly. This was demonstrated in the write up of the survey results and the choice of NVC number and habitat management proposal.

AO3 30% of marks;- Centres seemed to put greater emphasis on the habitat practical than the survey, and although some photos were in evidence the marks awarded relied on concise PO reports with detail of what was actually done by the learner as well as how well they did it. Where this was provided moderation was made simpler.

AO4 20% of marks;- The tasks when viewed holistically allowed clear links to be made between them as well as wider concepts from the taught curriculum. Higher marks were awarded when these links were explained as were marks in AO2 linking the proposed habitat work to the survey results rather than making generalised improvements.

AO5 15% of marks;- formatting problems in reports (eg no titles on images, images not in colour) impact on marks awarded as well as incomplete risk assessments or failure to complete the task fully.

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – Game
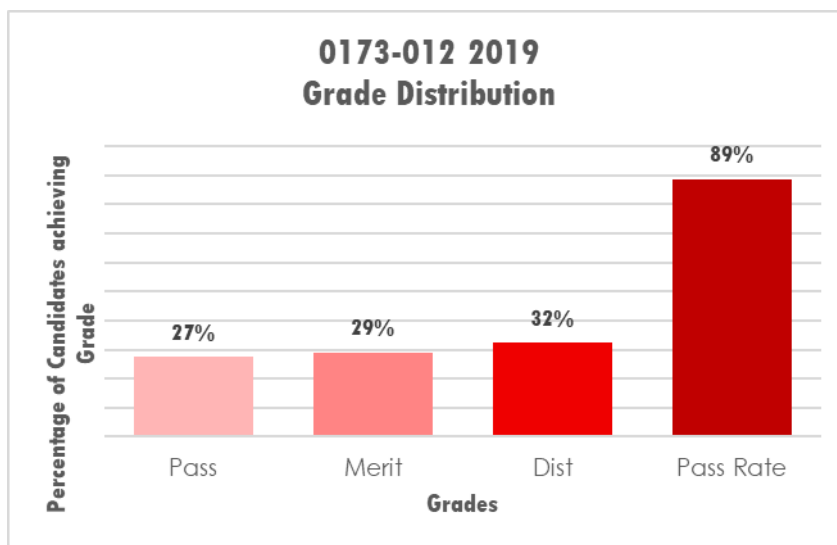
Grade Boundaries

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

Assessment: **0173-012**
Series: **2019**

Total marks available	60
Pass mark	26
Merit mark	34
Distinction mark	43

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

0173-012 2019
Grade Distribution

Principal Moderator Commentary

Centres found sites to work on close to the centre or areas where there were no access issues.

AO1 20% of the marks;- Strengths demonstrated with industry speed tasks being carried out without referring to notes, whereas those who had to think before acting and referring to notes scored less well in this AO. This was the case for all practical work and research for report workings.

AO2 25% of the marks; - Clear understanding in both written work and practical applications resulted in higher grades. Lower scoring candidate's written work was sometimes confused and off the point, and practical skills not backed up with understanding.

AO3 30% of the marks; - Most candidates performed well in the shooting, but this had to be compared with the survey work to agree holistic mark. Most centres seemed to give more weight to the shooting than the survey.

A04 15% of the marks; - The tasks when viewed holistically allowed for clear links between them as well as wider concepts from the taught curriculum. Higher marks were awarded when these links were explained as were marks in AO2 linking the influencing factors on the site to control methods and survey results.

AO5 10% of the marks;- Higher scoring candidates completed all the tasks and evidence requirements, producing professional reports. Lower scorers work had no titles on images/ images not in colour/ incomplete risk assessments.

0173-37 Advanced Technical Extended Diploma in Land and Wildlife Management (1080) – Fisheries
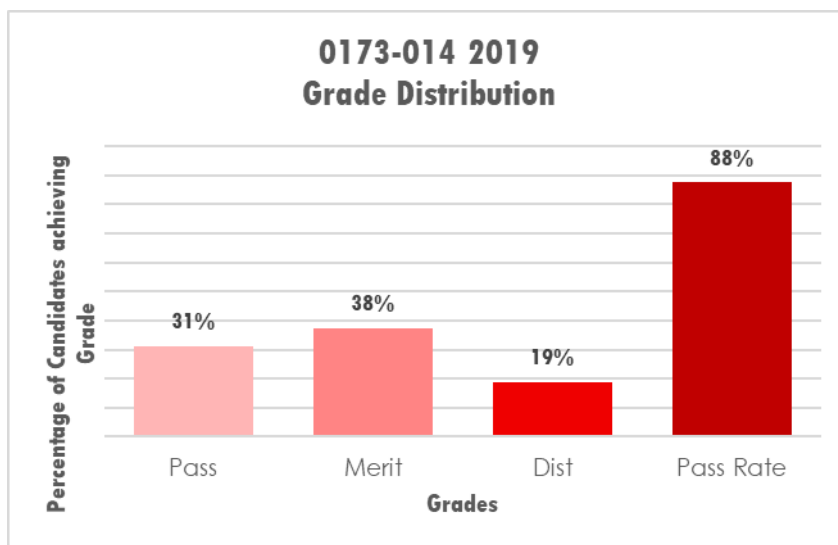
Grade Boundaries

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

Assessment: **0173-014**
Series: **2019**

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:

Principal Moderator Commentary

The report evaluating fish capture methods was sometimes misinterpreted as stock assessment methods and did not include fish and line. The justification of the methods was more detailed for higher achieving learners.

AO1 20% Good recall opportunities in all of the tasks with different method of fish capture and typical pest and diseases and disorders to habitat management skills.

AO2 20% Similar to AO1 with opportunities to show both breadth and depth of understanding across the tasks.

AO3 30% For those learners showing greater proficiency in practical aspects, this synoptic featured three practical tasks, allowing more practical learners to gain higher marks than on some synoptic assignments.

AO4 20% Higher scoring candidates linked synoptic tasks together by looking at the health of fish caught and relating water quality to fish and environmental wellbeing. The practical habitat management could also be linked to environmental and water quality.

AO5 10% Higher scoring candidates completed all the tasks and evidence requirements, producing professional reports. Candidates whose work had no titles on images/ images not in colour/ incomplete risk assessments performed less well.