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

2022

Qualification Report

Contents

Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs "we should expect that this summer's results will look different, despite exams and assessments taking a big step towards normality." Ofqual has published a blog What's behind this summer's VTQ results

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of 'safety net' through some additional 'generosity' to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners' work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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 2022 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 2022 (Spring)
        - June 2022 (Summer)
    - 0173-004 Land and Wildlife Management – Synoptic Assignment

Year 2
- Countryside
    - 0173-509/009 Land and Wildlife Management (Countryside) – Theory Exam.
        - March 2022 (Spring)
        - June 2022 (Summer)
    - 0173-010 Land and Wildlife Management (Countryside) – Synoptic Assignment

- Game
    - 0173-511/011 Land and Wildlife Management (Game) – Theory exam
        - March 2022 (Spring)
        - June 2022 (Summer)
    - 0173-012 Land and Wildlife Management (Game) – Synoptic Assignment

- Fisheries
    - 0173-513/013 Land and Wildlife Management (Fisheries) – Theory exam
        - March 2022 (Spring)
        - June 2022 (Summer)
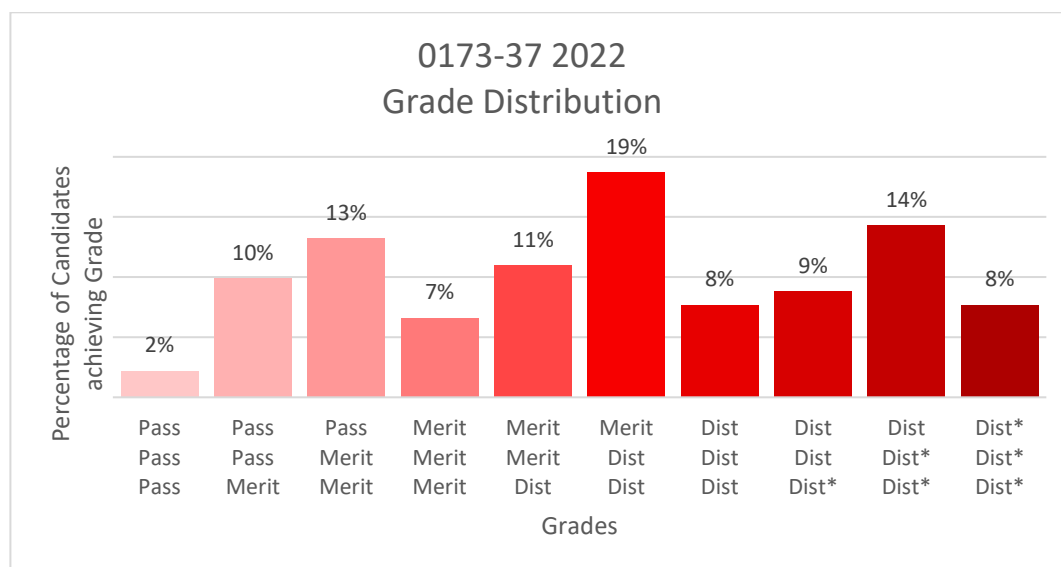   - 0173-014 Land and Wildlife Management (Fisheries) – Synoptic Assignment

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:

**0173-37 2022
Grade Distribution**

Percentage of Candidates achieving Grade

Grade	%
Pass Pass Pass	2%
Pass Pass Merit	10%
Pass Merit Merit	13%
Merit Merit Merit	7%
Merit Merit Dist	11%
Merit Dist Dist	19%
Dist Dist Dist	8%
Dist Dist Dist*	9%
Dist Dist* Dist*	14%
Dist* Dist* Dist*	8%

Grades

This data is based on the distribution as of 16th August 2022.

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:
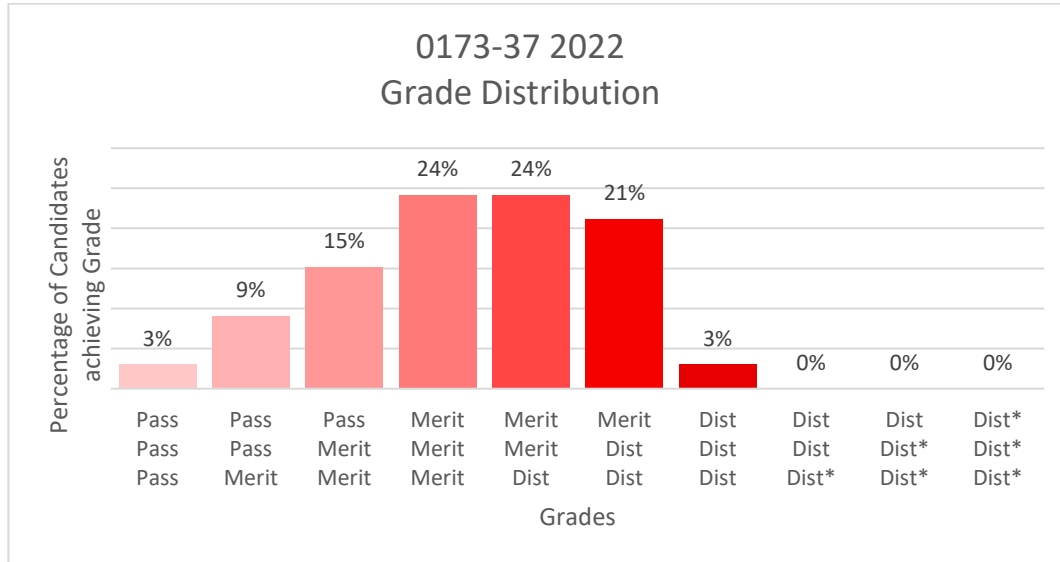
This data is based on the distribution as of 16th August 2022.

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 2022 Grade Distribution

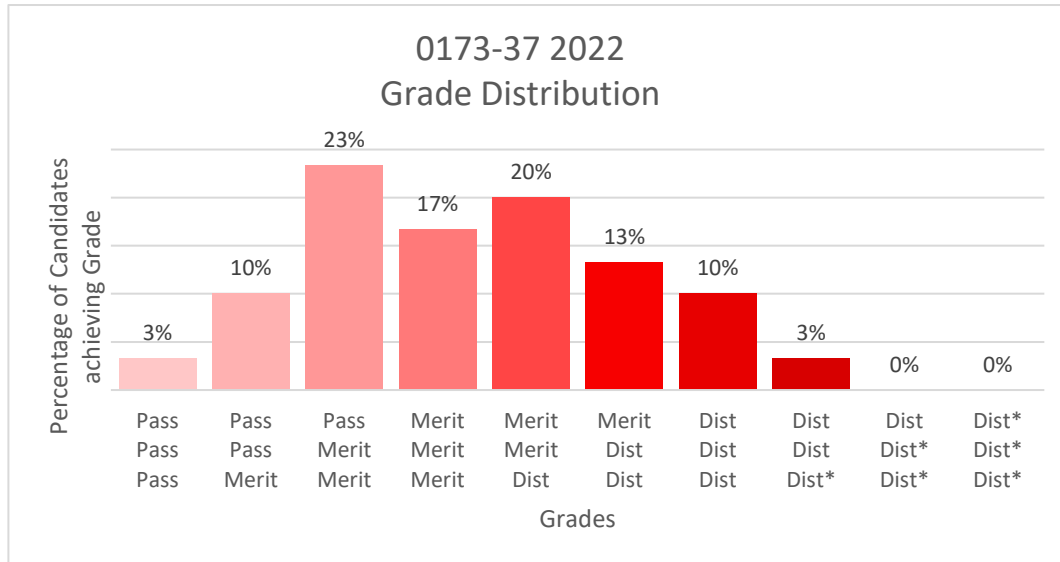| Grade	Percentage
Pass Pass Pass	3%
Pass Pass Merit	10%
Pass Merit Merit	23%
Merit Merit Merit	17%
Merit Merit Dist	20%
Merit Dist Dist	13%
Dist Dist Dist	10%
Dist Dist Dist*	3%
Dist Dist* Dist*	0%
Dist* Dist* Dist*	0%

This data is based on the distribution as of 16th August 2022.

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 2022 (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 generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

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

0173-001/501 March 2022 Grade Distribution

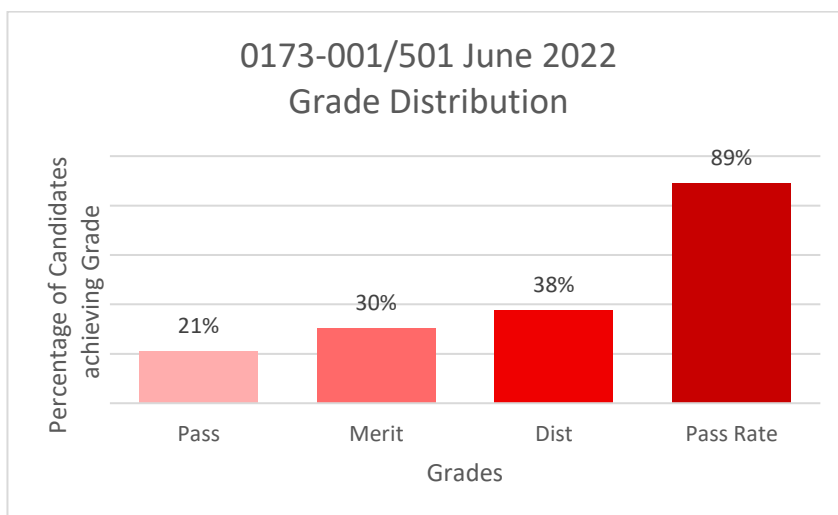Assessment: **0173-501/001**
Series: **June 2022 (Summer)**

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	22
Merit mark	30
Distinction mark	39

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

0173-001/501 June 2022
Grade Distribution

Chief Examiner Commentary

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

Series 1 – March 2022

Questions were answered with a varying degree of accuracy and depth across the paper.

The candidates who achieved higher marks answered all questions thoroughly and showed confident breadth and depth of knowledge backed up by relevant examples. Lower achieving candidates tended to give brief and listed answers in most of the questions.

Specific areas of weakness for many candidates were:
- Health and Safety regulations
- Evolution and adaptations
- International Strategies.

Specific areas of strength for many candidates were:
- Changes in global wildlife populations
- Types of boundary
- Considerations for undertaking construction work.

Candidates performed well on the practical based questions particularly in Unit 310, and on AO1 recall questions centred on ecology and conservation from Unit 304.

However, performance was lower on some AO2 questions, where they were required to show more depth. Candidates appeared to find AO2 questions on impacts of genetic variability and identifying common faults and remedial action for machinery more challenging.

Extended Response Question (ERQ)

The Extended Response Question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for developing a suitable plan for the given scenario. This question showed clear differentiation between the candidates achieving marks at the lower and higher ends of the scale.

Overall candidate performance for this question was good, showing much improvement from previous years with 33% of candidates completing the paper-based exam accessing Band 2 marks. A further 27% of candidates completing the paper-based exam accessed Band 3 marks by providing justifications for the techniques used.

Throughout the exam candidates missed some marks by not always engaging with the command verbs, for example stating responses rather than fully explaining them. This meant they did not always provide the detail required for the marks when asked for explanations, discussions and justifications.

Candidates would benefit from practising examination techniques when preparing for this exam, to familiarise with the command verbs they may encounter, and fully understand the requirements of the question before attempting to answer. Explain questions require candidates to demonstrate reasons and justifications to support the statements or show cause and effect within the answers. They should also practice how to plan their responses to Extended Response Questions.

Series 2 – June 2022

Questions were answered with a varying degree of accuracy and depth across the paper.

The candidates who achieved higher marks answered all questions thoroughly and showed confident breadth and depth of knowledge backed up by relevant examples. Lower achieving candidates tended to give brief and listed answers in most of the questions.

Specific areas of weakness for many candidates were:
• Health and Safety regulations
• Machinery maintenance
• Ecological definitions.

Specific areas of strength for many candidates were:
• Human impacts on global wildlife populations
• Machinery use
• Considerations for undertaking habitat management work.

Candidates performed well on the practical based questions particularly in Unit 310, However, they performed less well on most for the other AO2 questions, where they were required to show more depth, averaging less than half of the marks available. Candidates appeared to find AO2 questions on resources and their effect on population stability, and identifying common faults and remedial action for machinery more challenging.

Extended Response Question (ERQ)

The Extended Response Question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for developing a suitable plan for the given scenario. This question showed clear differentiation between candidates achieving marks at the lower and higher ends of the scale.

Overall candidate performance for this question was good, showing much improvement from previous years with 72% of candidates completing the paper-based exam accessing Band 2 marks. A further 28% of candidates completing the paper-based exam accessed Band 3 marks by providing justifications for the techniques used.

Throughout the exam candidates missed some marks by not always engaging with the command verbs, for example stating responses rather than fully explaining them. This meant they did not always provide the detail required for the marks when asked for explanations, discussions and justifications.

Candidates would benefit from practising examination techniques when preparing for this exam, to familiarise with the command verbs they may encounter, and fully understand the requirements of the question before attempting to answer. Explain questions require candidates to demonstrate reasons and justifications to support the statements or show cause and effect within the answers. They should also practice how to plan their responses to Extended Response Questions.

Theory Exams – Year 2

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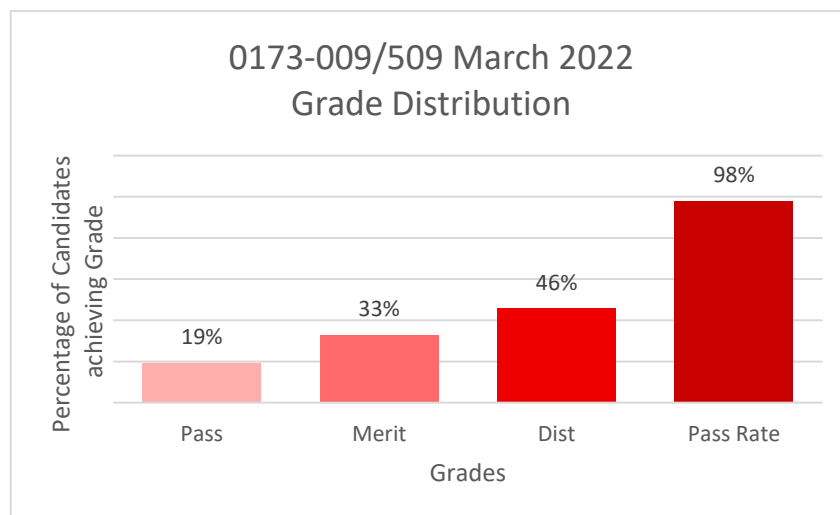
Grade Boundaries

Assessment: **0173-509/009**
Series: **March 2022 (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 generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

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

0173-009/509 March 2022
Grade Distribution

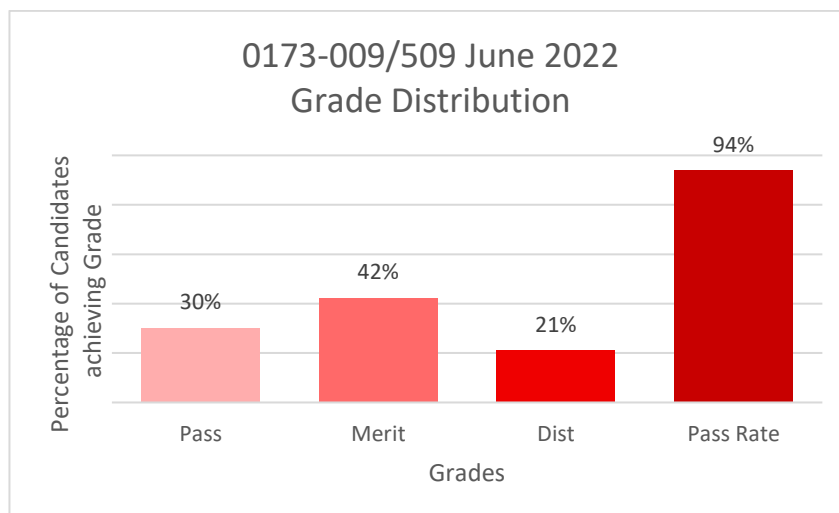Assessment: **0173-509/009**
Series: **June 2022 (Summer)**

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	22
Merit mark	30
Distinction mark	39

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

0173-009/509 June 2022
Grade Distribution

Chief Examiner Commentary

0173 – 509/009 - Theory exam

Series 1 – March 2022

The candidates who achieved higher marks answered all questions thoroughly and showed strong breadth and depth of knowledge backed up by relevant examples. Lower achieving candidates tended to give brief and listed answers in most questions. There was evidence of candidates not properly reading questions, which meant they missed out on marks. Candidates did not always engage with the command verbs, for example stating rather than explaining when the question required this. This meant they did not always provide enough detail when asked for explanations or discussions to access the full range of marks available. Candidates would benefit from practising examination techniques when preparing for this exam to fully understand the requirements of the question before attempting to answer and learn how to plan for extended response questions. Explain questions require candidates to demonstrate reasons and justifications to support the statements or cause and effect made within the answers

Specific areas of lower performance for many candidates were:
- Physical properties of water
- Woodland types NVC
- Historic features of woodland
- Behavioural ecology.

Specific areas of strength for many candidates were:
- Origins and characteristics of rocks
- Soil composition
- Hydrological cycle
- Environmental processes and land use.

The vast majority of candidates made an attempt at all questions with greater success achieved in the knowledge – based questions than those requiring explanations / descriptions (AO2), where some candidates failed to provide the detail required to demonstrate understanding.

Extended Response Question (ERQ)
The extended response question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for developing a suitable plan for the given scenario. The question provided clear differentiation between candidates achieving marks at higher and lower end of the scale.

Overall candidate performance for this question was good, showing a significant improvement from previous years, with 43.2% of candidates accessing Band 3 marks and a further 26.9% accessing Band 3, by providing justification for the techniques used.

Many candidates did not fully understand the issues withing the scenario and moved off topic, resulting in lower marks awarded. Although there was some discussion for proposed actions which allowed some to gain higher marks in Band 2, most did not fully engage with the command verb and did not always give the level of detail or give justifications of the proposals to enter Band 3.

A large number of candidates did plan their responses, using bullet points / mind maps, although not all then proceeded to follow these plans when writing their responses. Candidates would benefit from practising examination techniques when preparing for this exam to familiarise with the command verbs, and fully understand the requirements of the question prior to their attempts

to answer. Explain questions require candidates to demonstrate reasons and justification to support the statements or show cause and effect within the answers. Practising how to plan their responses to Extended Response Questions is also recommended

Series 2 – June 2022

The candidates who achieved higher marks answered all questions thoroughly and showed strong breadth and depth of knowledge backed up by relevant examples. Candidates achieving lower marks tended to give brief and listed answers in most questions. There was evidence of candidates appearing to not correctly read questions, which meant they missed out on marks. Candidates did not always engage with the command verbs, for example stating rather than explaining when the question required this. This meant they did not always provide enough detail when asked for explanations or discussions to access the full range of marks available. Candidates would benefit from practising examination techniques when preparing for this exam to fully understand the requirements of the question before attempting to answer and learn how to plan for extended response questions. Explain questions require candidates to demonstrate reasons and justifications to support the statements or cause and effect made within the answers

Specific areas of lower performance for many candidates were:
- Historical impact on woodlands
- Resource distribution affects metapopulations.

Specific areas of strength for many candidates were:
- Hydrological cycle
- PPE
- Habitat fragmentation.

The majority of candidates made an attempt at all questions with greater success achieved in the knowledge – based questions than those requiring explanations or descriptions (AO2), where some candidates failed to provide the detail required to demonstrate understanding.

Extended Response Question (ERQ)
The Extended Response Question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for developing a suitable plan for the given scenario. The question provided clear differentiation between candidates achieving marks at higher and lower end of the scale.
Overall candidate performance for this question was poor, showing a decline in performance compared to recent exams, with 42.3% of candidates accessing the Band 2 marks available but none achieving Band 3 marks.

Many candidates did not demonstrate full understanding of the issues within the scenario and moved off topic, resulting in lower marks awarded. Although there was some discussion for proposed actions which allowed some to gain higher marks in Band 2, most did not fully engage with the command verb and did not always give the level of detail or justifications for the proposals to enter Band 3.

A large number of candidates did plan their responses, using bullet points / mind maps, although not all then proceeded to follow these plans when writing their responses. Candidates would benefit from practising examination techniques when preparing for this exam to familiarise with the command verbs, and fully understand the requirements of the question prior to their attempts to answer. Explain questions require candidates to demonstrate reasons and justification to support the statements or show cause and effect within the answers. Practising how to plan their responses to Extended Response Questions is also recommended.

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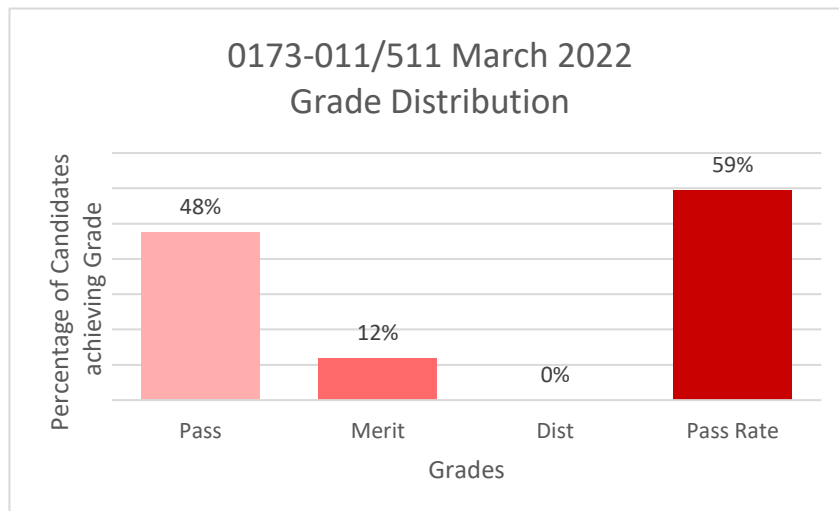
Grade Boundaries

Assessment: **0173-511/011**
Series: **March 2022 (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 generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

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

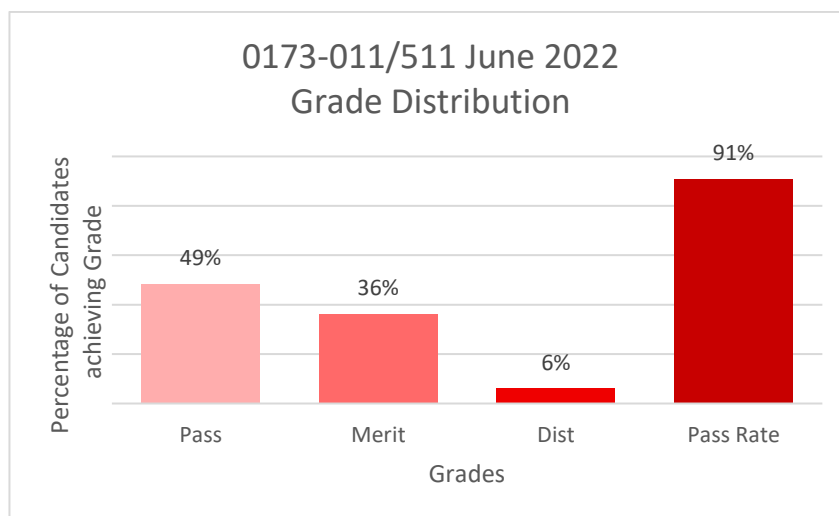0173-011/511 March 2022
Grade Distribution

Assessment: **0173-511/011**
Series: **June 2022 (Summer)**

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	21
Merit mark	30
Distinction mark	39

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

Chief Examiner Commentary

0173-511/011 - Theory exam

Series 1 – March 2022

The candidates who achieved higher marks answered all questions, but did not always access full marks due to only giving cause and not the effect in AO2 questions when required of the question, with little to no justification for their answers.

Lower achieving candidates tended to give brief and bullet pointed answers in questions. There were several questions where all candidates scored low marks, mainly relating to Unit 328 Ecology of Gamebird Species with an average of 6% of candidates accessing full marks across several questions.

There was evidence of candidates not properly reading questions, which meant they missed out on marks. Candidates also did not always engage with the command verbs, for example stating rather than explaining. This meant they did not always provide enough detail when asked for explanations or discussions.

Specific areas of lower performance for many candidates were:
- Influences on weather and climate
- Podzols
- Minimum age of shotgun certificate
- Species of rail
- Protection of badgers Act
- Breeding ecology of magpies.

Specific areas of strength for many candidates were:
- Presence of Foxes
- Functions of a shotgun.

Candidates performed well on practical based questions in Unit 308 with 85% of candidates achieving full marks and Unit 309 regarding firearm function with 70% of candidates accessing full marks. Candidates struggled on Unit 306 regarding environmental processes with only 2% of candidates accessing full marks and Unit 309 legislative aspects with 4% accessing full marks.

Extended Response Question (ERQ)

The extended response question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for developing a suitable plan for the given scenario. The question showed clear differentiation between candidates achieving marks at the lower and higher ends of the scale.

Overall candidates performance was fair and was comparable with previous year's performance. With 50% of candidates achieving Band 2 and 4.4% achieving Band 3 which is similar in performance to the previous series of this paper.

Most candidates listed their responses and techniques but did not provide justification for their decisions, showing breadth but not depth marks, some discussed options giving some depth but then often lack breadth resulting in Band 1 and Band 2 marks. With little or no justifications given of the proposals sufficient to enter Band 3.

Throughout the exam candidates missed some marks by not always engaging with the command verbs, for example stating responses rather than fully explaining them. This meant they did not always provide the detail required for the marks when asked for explanations, discussions and justifications.

Candidates would benefit from practising examination techniques when preparing for this exam, to familiarise with the command verbs they may encounter, and fully understand the requirements of the question before attempting to answer. Explain questions require candidates to demonstrate reasons and justifications to support the statements or show cause and effect within the answers. They should also practice how to plan their responses to Extended Response Questions.

Series 2 – June 2022

The candidates who achieved higher marks answered all questions but did not always access full marks due to only giving cause and not the effect in (AO2) questions when required, with little to no justification for their answers.
Lower achieving candidates tended to give brief and bullet pointed answers. There were several questions where all candidates scored low marks, mainly relating to Unit 306 Principles of physical and biological environmental processes with an average of 27% of candidates accessing full marks across several questions.

There was evidence of candidates not properly reading questions, which meant they missed out on marks. Candidates also did not always engage with the command verbs, for example stating rather than explaining. This meant they did not always provide enough detail when asked for explanations or discussions.

Specific areas of lower performance for many candidates were:
- aerobic and anaerobic respiration
- Podzol and Brown earth profiles
- Minimum age for receiving a shotgun as a gift.

Specific areas of strength for many candidates were:
- Pest and predator species
- Snares
- Functions of a shotgun
- Equipment required to carry out a wild game survey.

Candidates performed well on practical based questions in Unit 308 with over 85% of candidates achieving full marks on pest and predator species and Unit 309 with 56% of candidates accessing full marks on the functions of a shotgun. Candidates struggled on Unit 306 regarding environmental processes with 27% of candidates accessing full marks and Unit 309 shotgun law with 15% accessing full marks.

Extended Response Question (ERQ)
The Extended Response Question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for developing a suitable plan for the given scenario. The question showed clear differentiation between candidates achieving marks at the lower and higher ends of the scale.
Overall candidates performance was poor with 27% of candidates accessing Band 2 marks and 3% accessing Band 3 which is lower in performance than the previous series of this paper.

Most candidates listed their responses and techniques but did not provide justification for their decisions, showing breadth but not depth, some discussed options giving some depth but then often lacking breadth resulting in Band 1 and Band 2 marks. With little or no justifications given for the proposals sufficient to enter Band 3.

Throughout the exam candidates missed some marks by not always engaging with the command verbs, for example stating responses rather than fully explaining them. This meant they did not

always provide the detail required for the marks when asked for explanations, discussions and justifications.

Candidates would benefit from practising examination techniques when preparing for this exam, to familiarise with the command verbs they may encounter, and fully understand the requirements of the question before attempting to answer. Explain questions require candidates to demonstrate reasons and justifications to support the statements or show cause and effect within the answers. They should also practice how to plan their responses to Extended Response Questions.

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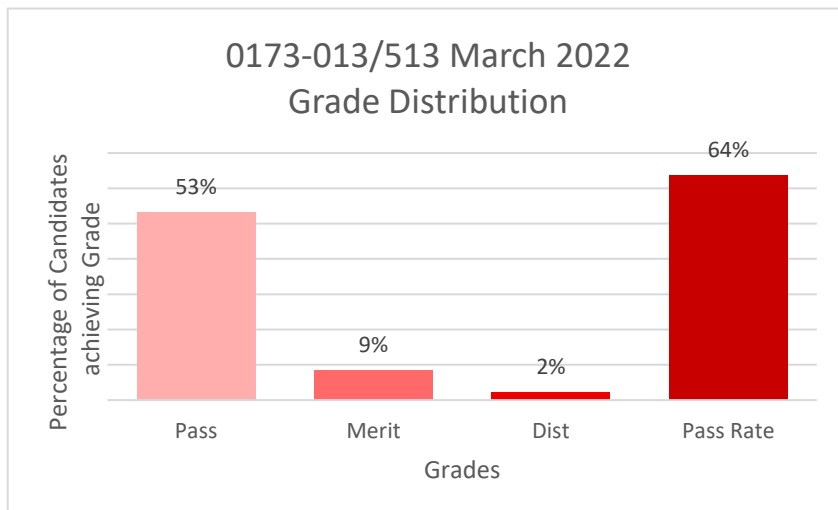
Grade Boundaries

Assessment: **0173-513/013**
Series: **March 2022 (Spring)**

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

Total marks available	60
Pass mark	23
Merit mark	33
Distinction mark	41

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

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


0173-013/513 March 2022 Grade Distribution

Assessment: **0173-513/013**
Series: **June 2022 (Summer)**

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	20
Merit mark	29
Distinction mark	38

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

0173-013/513 June 2022
Grade Distribution
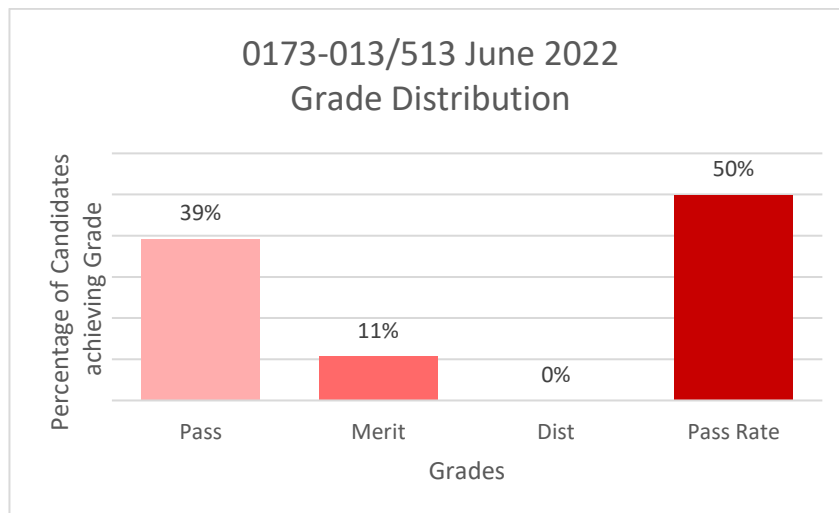
Chief Examiner Commentary

0173-513/013 - Theory exam

Series 1 – March 2022

The candidates who achieved higher marks answered all questions thoroughly and showed strong breadth and depth of knowledge backed up by relevant examples. Lower achieving candidates tended to give brief and listed answers in most questions. There was evidence of candidates appearing to not properly read questions, which meant they missed out on marks. Candidates also did not always engage with the command verbs, for example stating rather than explaining. This meant they did not always provide enough detail when asked for explanations or discussions.

Specific areas of weakness for many candidates were:
- Physical properties of water
- Soil formation
- Effects on the physiological systems of fish
- Legislation associated with fish health
- Causes and symptoms of named fish diseases.

Specific areas of strength for many candidates were:
- Rock types and their formation
- Role of main components in fish nutrition
- Reasons for creating a feeding regime.

Candidates performed well in some aspects of Unit 312 Fish Biology, with 43% of candidates achieving full marks on osmoregulation. Candidates performed well in Unit 344 Fish Health and Unit 306 Environmental Processes, with 75% of candidates achieving full marks regarding rock types and formations.

Candidates did not perform as well on some AO2 questions, where they were required to show more depth. Some candidates did not demonstrate their understanding by not providing enough detail in their explanations. They appeared to find legislative questions challenging with 15% of candidates accessing full marks on these questions. Candidates similarly struggled answering causes of disease in fish, with no candidates accessing the full marks available for this question

Extended Response Question (ERQ)
The Extended Response Question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for developing a suitable plan for the given scenario. Many candidates did not fully understand the issues and moved off topic, resulting in lower marks awarded with 30% of candidates achieving Band 2 and 3% achieving Band 3. No justifications and little discussion for proposed actions was seen which resulted in lower marks.

Throughout the exam candidates missed some marks by not always engaging with the command verbs, for example stating responses rather than fully explaining them. This meant they did not always provide the detail required for the marks when asked for explanations, discussions and justifications.

Candidates would benefit from practising examination techniques when preparing for this exam to fully understand the requirements of the question before attempting to answer and learn how to plan for extended response questions. Explain questions require candidates to demonstrate reasons and justifications to support the statements or cause and effect made within the answers

Series 2 – June 2022

The candidates who achieved higher marks answered all questions thoroughly and showed strong breadth and depth of knowledge backed up by relevant examples. Candidates achieving lower marks tended to give brief and listed answers in most questions. There was evidence of candidates not properly reading questions, which meant they missed out on marks. Candidates also did not always engage with the command verbs, for example stating rather than explaining. This meant they did not always provide enough detail when asked for explanations or discussions.

Specific areas of weakness for many candidates were:
- Transfer energy through the biosphere
- Properties of rocks
- Role of main components in fish nutrition
- Legislation associated with fish health
- Feeding regimes.

Specific areas of strength for many candidates were:
- Rock types and their formation
- External features of fish
- Fish behaviour
- Prevention of diseases.

Candidates performed well in some aspects of Unit 312 Fish Biology, with 100% of candidates achieving full marks on what KHV is but only 44% and 22% knew what SVC and IPN are respectfully. Candidates performed well in Unit 344 Fish Health and Unit 306 Environmental Processes, with 83% of candidates achieving full marks regarding rock types and formations. Candidates did not perform as well on some AO2 questions, where they were required to show more depth. Some candidates did not demonstrate their understanding by providing enough detail in their explanations. Candidates appeared to find legislative questions challenging with 11% of candidates accessing full marks on these questions. Candidates similarly struggled answering how temperature is used in the treatment of white spot, with no candidates accessing the full marks available for this question.

Extended Response Question (ERQ)
The Extended Response Question allowed candidates to demonstrate their breadth of knowledge and understanding of factors to be considered for developing a suitable plan for the given scenario. Most candidates did not fully understand the issues and moved off topic, resulting in lower marks awarded with 11% of candidates achieving Band 2 and 0% achieving Band 3. No justifications and little discussion for proposed actions was seen which resulted in lower marks.

Throughout the exam candidates missed some marks by not always engaging with the command verbs, for example stating responses rather than fully explaining them. This meant they did not always provide the detail required for the marks when asked for explanations, discussions and justifications.

Candidates would benefit from practising examination techniques when preparing for this exam to fully understand the requirements of the question before attempting to answer and learn how to plan for extended response questions. Explain questions require candidates to demonstrate reasons and justifications to support the statements, or cause and effect made within the answers.

Synoptic Assignments – Year 1

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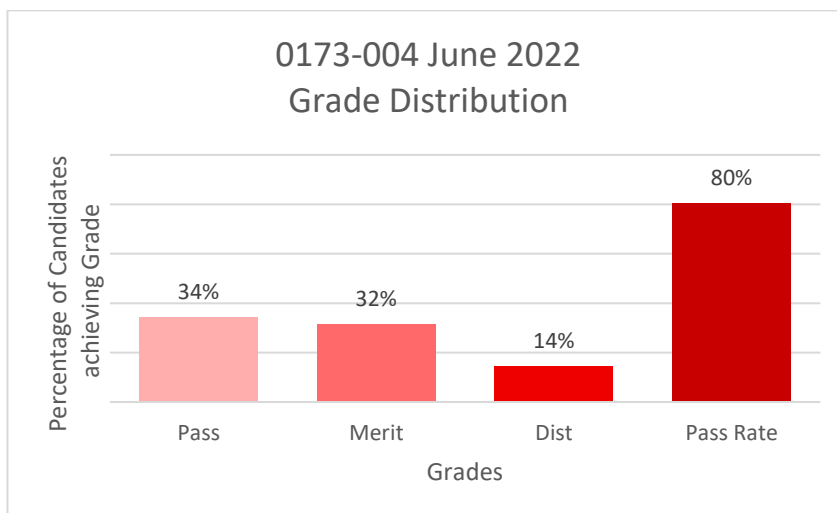
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: **0173-004**
Series: **2022**

Total marks available	60
Pass mark	21
Merit mark	31
Distinction mark	42

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

0173-004 June 2022
Grade Distribution

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. How to fully and correctly complete a risk assessment still requires more practice by many. Identification of what tools and equipment were generally good, as was the descriptions of use but were not always backed up in their practical use. Impacts of recreation tended to show some breadth in negative impacts but not much depth.

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 impact of recreation reports. The practical demonstrated understanding of the work undertaken and the safety implications via the risk assessment.

 AO3 30% of marks;- Centres seemed to put greater emphasis on the estate maintenance task than the survey but when marking holistically they are similar. Although some photos were in evidence the marks awarded relied on concise PO reports, with detail of what was actually completed by the learner as well as how well they performed, references or quotes from the marking grid made moderation simpler.

AO4 20% of 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

AO5 10% of marks;- Formatting problems in reports with no titles on images and those not in colour all impacted 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
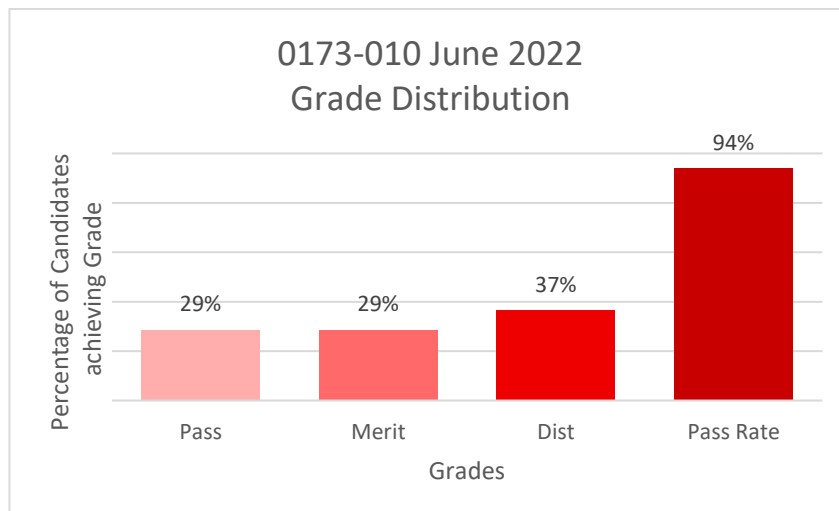
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: **0173-010**
Series: **2022**

Total marks available	60
Pass mark	21
Merit mark	30
Distinction mark	40

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

Principal Moderator Commentary

AO1 10% of marks;- Learners chose the equipment and demonstrated its correct use for carrying out survey work. Some following recognised organisational survey formats, others using point counts and transection or quadrats. Risk assessments produced still need improvement by many, such as being fully completed with all relevant risks and hazards described. The recall of interpretation 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 interpretation for families on site.

AO3 30% of marks;- Centres seemed to put greater emphasis on the habitat practical than the survey, but when marking holistically they are similar. Although some photos were in evidence the marks awarded relied on concise PO reports, with detail of what was actually carried out by the learner as well as how well they did it.

AO4 20% of marks;- The tasks, when viewed holistically, allowed 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 proposed interpretation to the survey results rather than making generalised comments.

AO5 15% of marks;- Candidates would benefit by including images in colour, where appropriate, with relevant titles and suitable formatting throughout. Candidates should take care to fully read and engage with the task and ensure they complete all aspects before submission. Fully completing risk assessments, with appropriate hazards and risk identified would provide candidates with more opportunities for marks.

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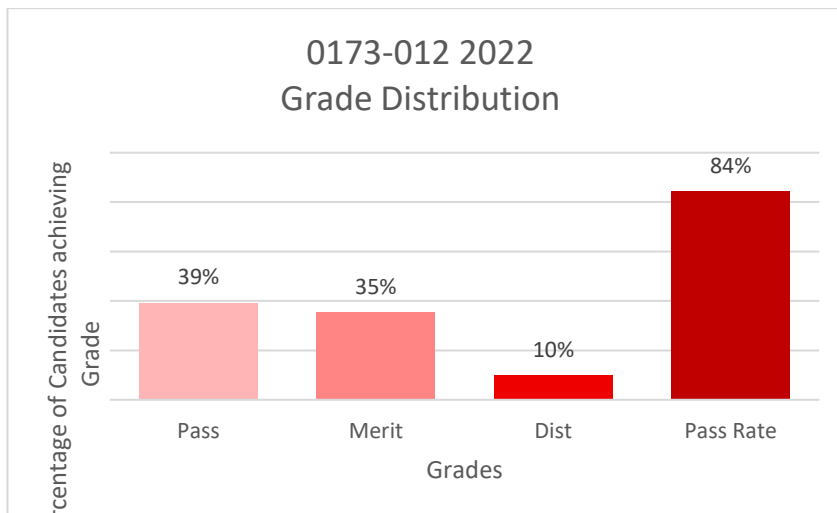
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: **0173-012**
Series: **2022**

Total marks available	60
Pass mark	23
Merit mark	31
Distinction mark	40

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

0173-012 2022 Grade Distribution

Principal Moderator Commentary

AO1 20% of the marks;- Candidates demonstrated strength with industry speed tasks being carried out without referring to notes, whereas candidates who needed to refer 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 marks were awarded when written work seemed confused, off the point and the practical skills were not backed up with justifications for their actions

 AO3 30% of the marks;- With most candidates doing 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 when allocating marks.

A04 15% of the marks;- The tasks, when viewed holistically, allowed 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 survey results and wider ecology of species and how to survey for populations.

AO5 10 % of the marks;- Still important with higher marks given to those candidates that completed all the tasks and evidence requirements, and who had submitted a professional report. Formatting problems in reports with no titles on images and those not in colour all impacted on marks awarded as well as incomplete risk assessments.

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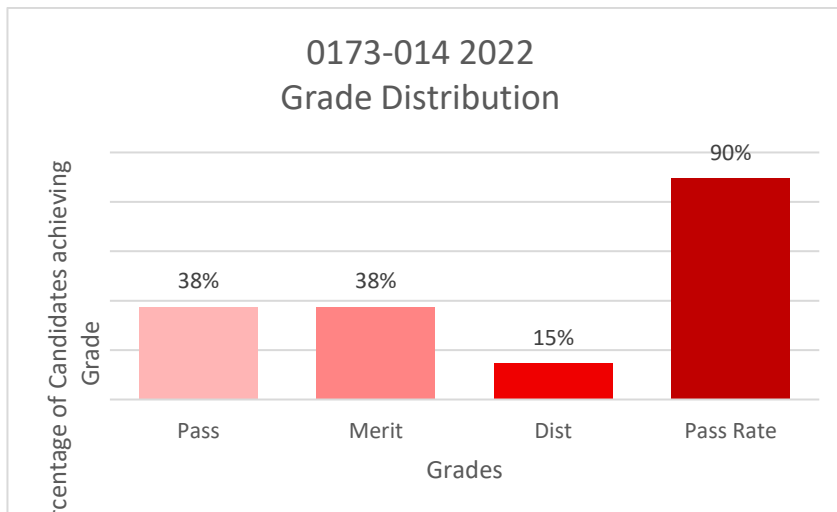
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: **0173-014**
Series: **2022**

Total marks available	60
Pass mark	21
Merit mark	31
Distinction mark	41

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

Principal Moderator Commentary

AO1 20%;- Good recall opportunities in all of the tasks, influence of bed rock to water quality, external and internal features of a fish and their function. Plus the effect local activities on maintenance of stock in a river fishery. Reporting on which abiotic factors would provide the optimum requirements for a lotic site to supply water to a warmwater fish production facility.

AO2 20%;- Similar to AO1 with opportunities to show both breadth and depth of understanding across the tasks and linking understanding to demonstrate AO4.

AO3 30%;- The only practical element of this synoptic was the dissection of the fish, which resulted in higher marks then in other years.

AO4 20%;- Possible to link synoptic tasks together via looking at water quality and maintenance of stock levels.

AO5 10%;- Formatting problems in reports no titles on images and those not in colour all impact on marks awarded or failure to complete the task fully.