

# Examiners' Report/ Lead Examiner Feedback

June 2016

NQF BTEC Level 1/Level 2 Firsts in  
Animal Care

Unit 1: Animal Health (21883G)

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## General Comments

This was the first time that this exam was sat. All questions were attempted, with some students demonstrating a strong understanding of a number of the key terms in the specification. Responses from the students generally showed good coverage of the unit specification and that good use of the Sample Assessment Materials had been made. There were numerous examples of students using their knowledge in applied situations throughout the paper, indicating a good level of understanding.

In questions which tested higher level skills, explanations and discussions were provided. Where students did well, they had a good understanding of key terms and concepts and were able to relate these throughout the paper. The most able candidates were able to apply the knowledge in a range of scenarios, including complex situations where a number of cognitive steps were required.

In the question requiring an extended response most able students focused on the question requirements and could develop good, balanced, well-reasoned answers.

Students should understand the key terms in the specification, ensuring that they are able to define these terms and to relate to them to a range of examples.

Learners should be confident in their knowledge of all aspects of the specification, including the more scientific aspects.

Similarly, they need to be able to understand the difference between direct and indirect contact and how this impacts disease and parasite transmission.

Finally, students need to be clear on the assessment terminology, ensuring 'explain' answers are fully explained.

## Question 1 – 5

Questions one through to five were multiple choice questions covering a range of content. As basic recall questions these were generally well answered, however question 4 is an area of concern. Students were asked to identify two features of viruses. Only a small proportion of the students were able to correctly identify both features.

There were some students who only provided one answer for both questions 3 and 4, both of which required two answers to gain full marks.

## Question 6

Students were expected to state two reasons why the body temperature of a goat would increase.

This question proved to be a discriminating question with some students stating factors such as stress would cause an increase in temperature or providing generalised answers like illness. Students obtaining full marks used more appropriate language, recognising that infections and not general illness would cause a temperature increase.

**2 Marks awarded**

6 State **two** reasons why the body temperature of a goat may increase.

1 Hot environment

2 Increased activity/exercise.

(Total for Question 6 = 2 marks)

## Question 7

Students were expected to state one reasons why visual health checks would be carried out rather than physical health checks. Some confused the difference between the two types of health checks but generally students were able to identify factors relating to animal stress or human health and safety.

## Question 8a

Students were expected to define the term zoonotic disease. There were a range of responses provided here, including a number students who commented that zoonotic diseases were those affecting zoo animals. Students frequently appeared unclear on the direction of travel of zoonotic disease, stating that the disease could be both passed from animal to human and human to animal rather than recognising that it is an animal disease passed on to humans.

8 Jack is being interviewed for a job as an animal care assistant. During his interview he is asked to do the following.

(a) Define the term 'zoonotic disease'.

**1 Mark awarded**

A disease that can be passed from an animal to a human. (1)

8 Jack is being interviewed for a job as an animal care assistant. During his interview he is asked to do the following.

(a) Define the term 'zoonotic disease'.

**0 Marks awarded**

a disease that is common in zoos (1)

## Question 8b

Students were required to recall one zoonotic disease. The question was generally well answered with a range of different diseases, including some off specification, being provided. Salmonella and ringworm proved to be the most popular answers. There were some learners who did not read the question correctly and provided another definition of zoonotic disease.

## Question 9

Students were expected to recall two ways that a disease can be transmitted indirectly. A number of students provided answers which were too vague to warrant a mark, i.e. go near an animal or touching things. There were students who were able to demonstrate appropriate terminology and provide answers like airborne and waterborne however more generalised answers were also accepted. Where learners had provided two very similar responses only one mark was awarded i.e. *touching walls and touching fences*.

9 State **two** ways that a disease can be spread by indirect contact.

- 1 You could touch any faeces which is infected.
- 2 The enclosure that the infected animal was in and you could clean it out/be in contact with it.

(Total for Question 9 = 2 marks)

**2 Marks awarded**

## Question 10

This question expected students to apply knowledge about bearded dragons, recognising that they are ectothermic and therefore their temperature is entirely based on that of the environment. While the majority of responses were correct there were students who had not recognised the importance of the animal being ectothermic and looked for alternative reasons.

10 A rectal thermometer is used to measure the body temperature of many animals.

(a) State **one** reason why this method would **not** be used for a bearded dragon.

(1)

**0 Marks awarded**

Because you cant take an accurate temperature through the rectum you have to do it under the arm.

## Question 11

This question was the first 'explain' question of the paper. Some students provided an answer without explaining their reasoning behind it. Those students who simply stated that the thumb had a pulse obtained 1 mark, as an explanation as to why this was problematic was needed for the additional mark. Those learners who stated that two fingers should be used received no marks.

**2 Marks  
awarded**

11 Eli is working on a farm and he needs to check the heart rate of a goat. Eli uses his thumb to check for the goat's pulse.

Explain **one** reason why using this method is not suitable.

Humans have a pulse in their thumb so they will be feeling their own pulse rather than the goat's and also they may not get an accurate result

(Total for Question 11 = 2 marks)

## Question 12

This question clearly identified those students who were performing at a distinction level. The question asked students to apply both their knowledge of myxomatosis and antibiotics to reach a conclusion as to why the treatment of a virus may require antibiotics which are effective on bacteria. A range of incorrect answers were provided by the students, these included pain relief and symptomatic treatment.

**2 Marks awarded**

12 Explain **one** reason why antibiotics may be used as part of the treatment for a rabbit with the myxomatosis virus.

Antibiotics may be used to treat rabbits with myxomatosis to prevent secondary bacterial infections, such as pneumonia.

(Total for Question 12 = 2 marks)

### **Question 13**

Students were expected to state the meaning of BPM. The majority of students correctly answered the question. Those who had not been sure made valid guesses but marks were not awarded where only one of the three words were correct.

### **Question 14**

This question required students to recall two treatments for salmonella. In order to obtain the marks the answers had to be treatments and not preventative measures or actions taken, therefore isolate animal was not accepted. However generalised answers such as '*provided water*' was accepted and providing fluids.

### **Question 15**

Students were expected to state one reason why a cat's heart rate would increase. There were a wide variety of answers provided however these tended to be behavioural rather than medical. A number of students provided specific examples of stressful situations, i.e. being chased / having water poured on it, and were still able to access the mark.

### **Question 16**

In order to answer this question students had to explain what was meant by an egg count. Responses were expected to mention the fact that it was an animals faeces which were being checked for evidence of worms. There were students who had no recollection of the terminology and provided logical, guessed answers such as count chickens eggs, count an animals eggs to see if they are fertile and to count the number of fleas seen on an animal.

Answers which commented on the egg count being a quantitative check but did not provide any further explanation were not awarded the mark.

Those learners who knew the correct answer were generally able to provide clear explanations.



## Question 17

Students were required to explain two features which made a tick an effective parasite. There was a significant number of students who provided answers based on ticks legs being adapted for jumping, confusing a tick and a flea.

Some learners merged a number of possible answers into one sentence, commenting on how they bite through the skin and in order to stay attached.

There were also learners who did not fully read the stem of the question, providing the same example as was provided within the question.

Explain **two other** features of a tick's body that makes it a successful parasite.

- 1 Tick saliva also contains a mild anesthetic so when bitten the animal doesn't feel it and the tick can feed. This makes it a good parasite because the animals are oblivious so the tick can stay there.
- 2 The tick also slightly embeds itself in the skin. This makes it a good parasite because it's hard to remove so carries on sucking blood.

**2 Marks awarded**

## Question 18a

In order to achieve these marks students had to understand the term transmission and be able to apply this to new born puppies. Students generally struggled to access all marks available for two reasons - they were not able to identify correctly how the puppies could have developed the worms; providing answers based on the worms being transmitted from the stud dog; or the wormer being ineffective. Those learners who had an understanding of the puppies obtaining the worms from the mother struggled to explain the actual process of transmission, stating that they got them from the mum or through the milk.

(a) Explain **two** processes of transmission that caused this.

(4)

- 1 The worms could have migrated through the placenta and into the puppies and avoided the worming treatment of the mother dog.
- 2 The worms could have migrated into the mother's milk and ~~trans~~ transmitted to the puppies whilst ~~she~~ during feeding.

**2 Marks awarded**

## Question 18b

Students were required to explain the two instructions for applying a spot-on wormer. Students were mostly able to state the procedures but some lacked clarification, as to why these actions were required, or merged to answers together, e.g. separate the fur at the back of the neck.

(b) Explain **two** of the instructions for applying spot-on wormer to a dog.

(4)

- 1 Pull back the hair so it gets the skin.
- 2 apply onto back of neck so the dog can't lick it

**2 Marks awarded**

## Question 19

Students were able to identify and explain generalised procedures which would be carried out for any contagious disease and did not have to make specific reference to the disease being notifiable in order to gain the marks. The explanations provided tended to be very basic, although this was enough to gain the mark. Some students provided lists of actions without any explanation as to why these should be implemented.

There were students who were able to provide more detailed explanations, making reference to DEFRA or culling policies.

1. Isolate the infected animals to ensure the disease doesn't spread.

2. <sup>use</sup> Culling/euthanasia to kill the animals already infected. if not treatable.

**2 Marks awarded**

1 You need to contact DEFRA, local authority and/or Veterinary surgeon as this is a notifiable disease. So they know its a no-go zone and no animals to be transported to or from.

2 You should isolate or cull the diagnosed chickens to avoid further out break in larger scale or other farmers. Disposing of the carcass correctly e.g. burning.

**2 Marks awarded**

## Question 20

This question was not well understood by a number of students. In order to gain full marks for this 8 mark question the students were required to discuss reasons for the dog to be underweight. A number of students focused on the image provided, commenting on the dog looking stressed, abused, dehydrated etc.

In order to achieve high marks learners had to discuss each possible reason, not just produce a list of possible reasons. Not all learners were able to demonstrate discussion skills.

The answer detailed below shows a detailed discussion of a number of possible causes of the weight loss. The student has taken into account the situation, the dog's age and a range of possible health issues. In order to have gained full marks a discussion of specific, named diseases/disorders would have been required or inclusion of more subject specific terminology i.e discussion of calories and specific nutrients.

Discuss a range of reasons why the dog may be in this condition.

The dog could have been severely underfed meaning its impossible for it to gain weight, or not fed at all. The dog could have been very ill meaning that it lost weight because it hadn't got the right medicine or was not being given enough to eat. The dog could be over ~~weight~~ worked without the right nutrients ~~to~~ for the work it is doing. If the dog had been abandoned with nothing its very easy for it to start to lose weight. Some dogs are tied outside on chains in a small area with nowhere to run around and are only fed once a day with small amounts of

**7 Marks awarded**

food. The dog may find it very hard to put on weight no matter what it has been fed. The clients are new so this could be their first dog and they don't know how to care for it properly. This may mean they are giving the dog the wrong food. For example if it was a puppy and they were giving it adult food then it wouldn't be getting the vitamins and nutrients it needs to grow up healthily. The dog is also new so they have no records of what diseases or illnesses the dog may have, which can affect weight gain or weight loss. The dog could be depressed ~~meanig~~ meaning it is not as active and won't eat as much causing weight to fall off. A dog this weight could show that owners are not suitable and that they cannot properly look after the dog or afford to buy it food and so the dog hasn't been fed enough or received the correct medical attention for its needs.

## Grade Boundaries

Unit	Max Mark	D	M	P	L1	U
21883G – NQF L1/2 Firsts in Animal Care. Unit 1 – Animal Health	50	42	32	23	14	0

## External assessment

The suite of 'next generation' NQF BTECs include an element of external assessment. This external assessment may be through a timetabled paper-based examination, an onscreen, on demand test or a set-task conducted under controlled conditions.

## What is a grade boundary?

A grade boundary is where we 'set' the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Level 1 fallback).

## Setting grade boundaries

When we set grade boundaries, we look at the performance of every student who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries - this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that students receive grades which reflect their ability. Awarding grade boundaries ensures that a student who receives a 'Distinction' grade next year, will have similar ability to a student who has received an 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure students achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

## Variations in externally assessed question papers

Each exam we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to students if we set the same grade boundaries year on year because then it wouldn't take into account that a paper may be slightly easier or more difficult than the year before.

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