

Examiners' Report/ Lead Examiner Feedback

January 2018

NQF BTEC Level 1/Level 2 Firsts in
Animal Care

Unit 1: Animal Care (21883G)



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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.

Grade Boundaries

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 learners 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 learners 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 learners 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.

Grade boundaries for this, and all other papers, are on the website via this link: qualifications.pearson.com/gradeboundaries

Unit	Max Mark	D	M	P	L1	U
21883G – NQF L1/2 Firsts in Animal Care. Unit 1 – Animal Health	50	40	31	23	15	0

General Comments

This was the fifth time that this exam had been sat. All questions were attempted by some learners, with some learners demonstrating a clear ability to apply the knowledge learnt from the specification. Responses from the learners showed good coverage of the unit specification and that good use of the Sample Assessment Materials and past papers had been made. There were numerous examples of learners using their knowledge in applied situations throughout the paper, indicating a good level of understanding.

This paper was able to evidence effective ramping of the questions, with there being an obvious drop off point where pass level learners struggled to access marks in questions which were targeted at merit or distinction learners. The 8-mark question was also highly effective in discriminating the level of learner as the candidates had to provide specific examples of disease prevention to obtain maximum marks.

One area of weakness was where additional information was provided in the question – learners did not appear to recognise that the information provided in the question could not then be used as part of the answer.

In questions which tested higher level skills, explanations and discussions were provided. Where learners did well, they had a good understanding of key areas 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 learners were able to provide generic statements on the type of information to be passed onto a new owner, but learners often failed to provide specific examples of disease prevention and therefore were not able to access a higher number of marks.

Finally, learners would still benefit from additional coaching on exam technique, in particular the way to structure answers for “explain” questions to ensure maximum marks are achieved as this continues to be where marks are unnecessarily lost.

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. Many learners were able to access both marks for questions 3 and 4. There were no clear patterns in the distractor answers selected with the exception of question 2.

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

From the multiple-choice questions, question 2 was the least well answered with a significant number of learners confusing ringworm and roundworm.

Question 6

In order to access the marks for question 6 learners were required to state two causes of eye discharge in rabbits. This question proved to be very accessible to learners, with most learners accessing both marks. Where marks were lost it was due to learners providing statements such as “not clear” or “not bright”.

Two marks were not awarded if both answers were based on discharge i.e. weeping and gunky eyes. A range of answers were provided including redness, swelling, discharge and bleeding.

2 Marks awarded

6 State two signs of unhealthy eyes in rabbits.

1 Redness in the eyes.

2 if the eyes are weeping.

(Total for Question 6 = 2 marks)

The learner has correctly identified two signs of unhealthy eyes in rabbits.

Question 7

Learners were expected to state the animal that is affected by viral haemorrhagic disease (VHD). This question was poorly answered despite being direct recall from the specification. Learners offered a range of answers including: dog, chicken and sheep and goats.

1 mark awarded

7 State the animal that is affected by viral haemorrhagic disease (VHD).

rabbit

(Total for Question 7 = 1 mark)

This learner has correctly stated rabbit as an animal affected by viral haemorrhagic disease (VHD).

Question 8

Learners were expected to state two signs of unhealthy ears in dogs. There were a range of correct responses provided for this question. The majority of learners were able to access both two marks available. Where marks were lost this was often due to learners misreading the question and providing answers about general signs of illness in dogs or providing answers which were too similar. Stating that the ears would be dirty or have wax were not accepted as these would be present in healthy ears, however if the answer was expanded to include excess wax then the mark was awarded.

2 Marks awarded

8 State two symptoms that could indicate unhealthy ears in dogs.

1 Thick dark wax

2 ~~Older Black Noses~~ ~~Bad smells~~ Bad Smells

(Total for Question 8 = 2 marks)

Two correct symptoms stated.

Question 9

Learners were expected to state two procedures carried out when working with animals in isolation. This question was well answered with a good range of activities identified. Where full marks were not awarded it tended to be because of learners stating two examples of PPE or learners stating that they should be separated from other animals.

2 Marks awarded

9 State **two** procedures carried out when working with an animal that has been placed in isolation.

- 1 PPE - personal protection equipment must be worn to protect from zoonotic diseases.
- 2 clean and sterilise the area, dispose of all waste efficiently.

(Total for Question 9 = 2 marks)

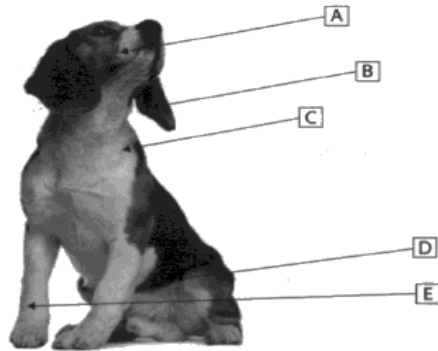
The learner has stated two correct procedures that are carried out when working with animals placed in isolation.

Question 10

This question expected learners to apply knowledge of canine pulse location by identifying two pulse locations on the image provided. The majority of learners were able to access both of the two marks available. There was no trend present in the wrong answer selected.

0 Marks awarded

10 Identify which **two** arrows on the image are areas where the pulse would be taken. 0



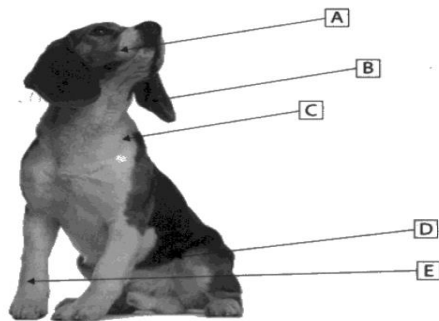
- A
- B
- C
- D
- E

(Total for Question 10 = 2 marks) 0

The learner has not identified the correct spots where the pulse would be taken.

2 marks awarded

10 Identify which **two** arrows on the image are areas where the pulse would be taken. 2



- A
- B
- C
- D
- E

(Total for Question 10 = 2 marks) 2

The learner has correctly identified two correct spots where pulse would be taken.

Question 11

To gain marks for this question learners were required to explain how to carry out the pinch test for dehydration. Learners either gained the full two marks or did not understand the procedure and did not achieve any marks. There were a number of learners who confused the pinch test for the capillary refill test or left the answer completely blank.

Learners were awarded marks for stating that they were monitoring the time taken for the skin to return to normal, they were not marked down for stating the incorrect length of time.

0 Marks awarded

11 Describe how you would carry out a pinch test for dehydration.

~~You would hold a piece of~~ You would open the animals mouth and press down on the gum and see how long it takes to go back to normal, on animal which isn't dehydrated would have their colour go back to the gums quickly while a dehydrated animals gums would take longer.

(Total for Question 11 = 2 marks)

The learner has not been able to correctly describe how to carry out a pinch test.

2 Marks awarded

11 Describe how you would carry out a pinch test for dehydration.

For an animal such as a dog, you would ~~get~~ pinch a piece of the skin on the neck and see if it goes back within 5 seconds

This learner has correctly described how to carry out a pinch test.

Question 12

This was the first “explain” question of the paper. To obtain marks in this question, learners had to apply their knowledge of parasites and the consequences of removing a tick with tweezers. This question was able to discriminate learners across grade boundaries, with pass level learners failing to state that part of the tick would break and remain in the host. Only higher-level learners were able to correctly explain that this was problematic due to the likelihood of infection developing.

1 Mark awarded

12 Explain **one** reason why a tick should not be pulled out with tweezers.

Pulling a tick out with tweezers could leave the mouth part of the ~~tick~~ tick ~~still~~ still stuck into the animal skin

(Total for Question 12 = 2 marks)

This learner has only been able to identify that mouth of the tick will stick to the skin but no further explanation the effect of the tick sticking to the skin was provided.

2 Marks awarded

12 Explain **one** reason why a tick should not be pulled out with tweezers.

A tick should not be pulled out with tweezers because the head of the animal won't be removed which could cause further infection.

(Total for Question 12 = 2 marks)

This learner has been able to explain that the head of the tick will not be removed which could lead to infection.

Question 13

Learners were expected to state one notifiable disease, other than foot and mouth. A range of answers were provided for this question with rabies and avian flu being commonly seen correct answers. Bird flu, avian flu and chicken flu were all accepted as correct answers. However, this question was not well answered, and a number of learners appeared to use the provided example of foot and mouth as a guide and named body parts as potential answers.

0 mark awarded

13 Foot and mouth is a notifiable disease.

State **one** other notifiable disease.

Ears and eyes is a notifiable disease.

(Total for Question 13 = 1 mark)

The learner has not identified a correct notifiable disease. Ears and eyes are not notifiable diseases.

1 Mark awarded

13 Foot and mouth is a notifiable disease.

State **one** other notifiable disease.

rabies

(Total for Question 13 = 1 mark)

This learner has correctly identified a notifiable disease.

Question 14

This question required learners to state two diseases which goats should be vaccinated for. This question was not particularly well answered with a range of incorrect answers provided. Many learners appeared to have retained the information from the previous question, providing foot and mouth as a potential answer.

2 Marks awarded

14 State **two** diseases that a goat should be vaccinated against.

1 ~~Foot and mouth~~ Orf

2 ~~Foot and mouth~~ Tetanus

The learner has identified two correct diseases that a goat should be vaccinated for.

Question 15

Learners were expected to state one method of controlling the spread of diseases in animals. This question was very well answered, and a range of correct answers were provided, with isolation being the most common. Where marks were not awarded this was due to learners providing generalised answers such as "tablets".

0 Marks awarded

15 State **one** method of controlling the spread of disease in animals.

Medicine tablets

1 Mark awarded

15 State **one** method of controlling the spread of disease in animals.

Isolation

(Total for Question 15 = 1 mark)

The learner has identified one correct method of controlling the spread of disease in animal.

Question 16

Learners were required to explain one reason why an animal with roundworm may lose weight. This question was able to discriminate between learners of different abilities. Lower level learners were able to access one mark by correctly stating that the worms took the nutrients from the host animal, higher achieving learners were about to fully explain the fact that this is due to worms living inside the intestines of the animal – although stomach was also accepted as a suitable answer. There were also a number of learners who were not awarded any marks for stating that the weight loss was due to the animal not eating.

0 Marks awarded

16 Explain **one** reason why an animal with roundworm may lose weight.

An animal with roundworm may lose weight because they are ~~not~~ stopped eating.

(Total for Question 16 = 2 marks)

The learner has not been able to explain why an animal with roundworm may lose weight. The answer provided is incorrect.

2 Marks awarded

16 Explain **one** reason why an animal with roundworm may lose weight.

This may be because roundworm is usually found in the intestines so it eat any food the animal may eat, this may be the cause to weight loss

(Total for Question 16 = 2 marks)

The learner has correctly explained that round worm are usually found in the intestine which consumes food eaten by the animal thus leading to the animal losing weight.

Question 17a

In order to achieve these marks learners had to be able to apply their knowledge of restraint equipment. Learners had to first, recognise the piece of equipment shown in the image and then explain why it would be used on a dog. While most learners achieved one mark, many learners struggled to access the second mark as the answer provided did not contain the explanation. Some learners gave examples of when the equipment would be used, rather than why it would be used.

2 Marks awarded

(a) Explain why the restraint equipment would be used on a dog.

(2)

It is a control pole and it may be used if the dog is showing signs of aggression towards someone to keep a safe distance between the dog and the person. It is suitable for a dog because the loop goes around their neck and it would be difficult for them to escape.

The learner has been able to access the two marks available by correctly explaining one reason why the equipment is used.

1 Mark awarded

(a) Explain why the restraint equipment would be used on a dog.

(2)

It may be used on a dog to control aggressive behaviour or to catch an escaped dog.

The learner has only provided one reason why the equipment will be used but no explanation was given to why the equipment is used.

Question 17b

As a follow-on question from 17a, learners had to explain why the restraint equipment shown would not be suitable for use on a cat. This question was not particularly well answered. Learners focused on the cat's size, stating that they would be able to escape, indicating they were not clear on the working of the restraint equipment. Other common incorrect answers included the cat being too difficult to catch with the equipment and cats not being as aggressive as dogs.

1 Mark awarded

(b) Explain why this restraint equipment would not be suitable for use on cats.

(2)

because it could hurt the cats.

The learner has only been able to provide the effect of using the equipment but not explanation provided.

2 Marks awarded

(b) Explain why this restraint equipment would not be suitable for use on cats.

(2)

~~because~~ Because cats have small bones in there neck and if this went around the cat's neck and tightened it could break the cat's neck.

The learner has correctly explained why the equipment used is not suitable for cats.

Question 18a

This is a higher-level question, requiring the application of knowledge. Learners were given the first part of the procedure to be carried out when administering worming tablets. Learners were asked to explain two actions required to complete the procedure. Learners who gained maximum marks discussed placing the tablet at the back of the dog's throat to prevent it being spat out and holding the mouth shut or rubbing the throat to aid swallowing. Many learners were able to state the actions but did not explain why these were necessary. Where no marks were awarded this was generally because learners repeated the actions in the question or stated actions which would have been carried out prior to this i.e. restrain the animal, wear PPE. Marks were also not awarded for providing water. Concern was also raised by markers as some learners were suggesting blowing down the dog's nose and pouring water down their throat – both of which have health and welfare implications.

To ensure the question was accessible to all learners one mark was awarded for simply stating the tablet was put in the dog's mouth.

3 Marks awarded

18 When administering a worming tablet to a dog you start by holding its mouth open.

(a) Explain **two** actions you would do to complete the procedure.

1. Put the tablet to the back⁽⁴⁾ of the mouth?

2. Rub down on the neck multiple times so the tablet is swallowed

2 marks have been awarded for the instructions (tablet at the back of the mouth and rub neck). 1 mark was awarded for the explanation that rubbing aids swallowing.

4 Marks awarded

18 When administering a worming tablet to a dog you start by holding its mouth open.

(a) Explain **two** actions you would do to complete the procedure.

1. You'd put the tablet to the back of the throat - so it can't spit it out⁽⁴⁾

2. Hold the mouth shut - to ensure the dog swallows it

4 marks awarded, two correct instructions each with an appropriate explanation.

Question 18b

In keeping with the administering oral medication theme, question 18b required learners to explain two reasons why it is necessary to monitor the dog after the medication was administered. This question was able to discriminate between learners of different levels. Lower level learners were able to state reasons for monitoring the animal but did not explain why this was necessary. Some learners also provided answers which were very similar and as a result, were only awarded 1 mark i.e. monitor for side effects, monitor for allergic reaction.

1 Mark awarded

(b) Explain **two** reasons why a dog should be monitored after receiving a tablet.

(4)

1 to see if the dog hasent got any allergic reactions to the chemical

2 to check if the tablet has any side effects or even if it has worked

The learner has been able to access one because the learner has only been able to state "the effect" of the tablet of the dog.

4 Marks awarded

1 to make sure the dog doesnt have a bad reaction to the tablet and needs to be taken to the vet.

2 to make sure the dog does not vomit up the tablet, so the tablet can reach the stomach and do its job.

4 marks awarded, two correct instructions each with an appropriate explanation.

Question 19

Most learners for this question were able to obtain two of the four marks, being able to state but not explain two stress responses which would be seen if a rabbit was becoming stressed. Due to the link with practical skills learners were able to draw on their experiences and list behaviours seen as well as other physiological responses. However, this question lacked the explanations required for learners to gain the full four marks. There were also instances where learners stated that an increase in heart rate would occur, but as this was stated in the question it was not possible to award the marks. Only a small number of learners were able to offer full explanations and therefore achieve the full four marks.

0 Marks awarded

19 A common physiological stress response in animals is to produce adrenaline, which will cause an increase in heart rate.

Explain **two** other stress responses.

1. if you scare the animal it will make its heart rate go up.

The learner has not accessed any marks because the learner has only repeated parts of the question.

4 Marks awarded

19 A common physiological stress response in animals is to produce adrenaline, which will cause an increase in heart rate.

4

Explain **two** other stress responses.

1. They would also have a high breathing rate as they are trying to get a lot of oxygen into their body so that they can run away or fight, if required. (fight or flight response)

2. If an animal is stressed, it may ~~be aggressive~~ ^{be aggressive}. This is because the animal ~~is preparing to~~ may try to intimidate or scare off the potential threat. This could mean that they can avoid a fight.
e.g. growling, hair on end to seem larger

(Total for Question 19 = 4 marks) **4**

4 marks awarded, two correct responses each with an appropriate reasoning for why this would occur.

Question 20

This question provided a range of marks, although in comparison to previous series the average mark was lower. This was due to some learners providing generalised statements about disease prevention i.e. "tell the owner to vaccinate", "tell the owner about diseases cats can catch" rather than providing specific information including what to vaccinate against, how and when to apply flea treatments etc. Where learners were achieving high marks, they were providing a good discussion of a range of methods or providing a high level of detail in one particular area, for example how vaccinations work.

2 Marks awarded

20 John works as an assistant at a local cat rescue and rehoming centre. It is company policy to give future owners information on the care of new pets.

2

Discuss the information John should give new owners on disease prevention in cats.

John should tell the new owners when the first time the cat was wormed and physically checked. So he should also say when the cat is due another worming tablet. Also what harmful and deadly disease there are at the time and what they should expect if the cat does get a disease. If it can be treated or has to be put down. And isolate it if the disease is contagious.

The learner has provided very limited information. The learner have indicated that worming (by tablet) is required and that a health check should be carried out, but they have provided no detail on what should be examined during the health check or what signs and symptoms would indicate poor health. They have correctly identified that contagious diseases will require the cat to be isolated.

7 marks awarded

20 John works as an assistant at a local cat rescue and rehoming centre. It is company policy to give future owners information on the care of new pets.

7

Discuss the information John should give new owners on disease prevention in cats.

John should tell the new owners that their ~~the~~ new cat should be kept away from other animals they already own as the new cat or the already owned animals may carry undetected diseases. Therefore, for the first couple of days they should be kept apart. This also gives chance for the new cat to settle in and get used to its surroundings. The owners should be aware of any zoonotic diseases that they could potentially pass on to their ~~the~~ cat. Furthermore, they should be made aware of the ways in which disease can be passed on. These are vectors (animals that can carry the disease but are not affected), direct contact (directly passing on disease, like touching the surface, the animal licking ~~the~~ an infected surface ~~the~~ or another infected animal) and indirect contact (sneezing, coughing etc.). John should also stress the importance of vaccination and ~~the~~ how regularly they should receive vaccinations as this means their white blood cells will be able to quickly release the antibodies

which can kill the pathogen that would give the cat a disease. The owners should also be advised to not let the cat out at night as this is the time that nocturnal animals such as badgers are awake and they often act as vectors.

~~Furthermore~~ Meanwhile, good hygiene should always be kept up to good standard. Food and water bowls should be cleaned regularly, the bedding used should often be washed (a ~~the~~ pet bed / pillow), the ~~carpets~~ carpets and surfaces the cat touches should be hoovered and disinfected regularly also. If the ^{new} cat or any other animals the owner owns does become ill, they should be quarantined (kept in a separate room) ~~to ensure~~ and treated to ensure the disease cannot be passed on.

This is a comprehensive answer. The learner has provided the information in a logical order, starting with the need for preventative isolation. They have used appropriate terminology throughout and given specific examples of how diseases can spread. There is discussion of vaccination and a brief explanation as to how vaccinations work and a range of examples of how to ensure good hygiene was met. Full marks were not awarded due to the lack of named illnesses in relation to zoonosis and vaccinations

Summary

Based on their performance on this paper, learners should:

Avoid answers which are similar to other answers provided for the same question i.e discharge and weeping.

Tailor their responses based on the command word in the question, eg. explain will require an expansion of a point, discuss requires looking at both possible points/arguments, evaluation will require some form of conclusion.

Ensure any information contained within the question is not provided as part of the answer.

Increase knowledge on the types of vaccinations provided to each of the animals listed within the specification.

Make full use of scribes where appropriate and ensure the work provided is legible.

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