

Examiners' Report/ Lead Examiner Feedback

June 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	39	30	21	12	0

General Comments

This was the sixth 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 the lack of familiarity some learners has with subject specific terminology within the unit content.

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 lists of possible stress indicators but lacked discussion or the ability to link the behaviours to the kennel environment.

Finally, learners would continue to 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 some of these were not well answered.

The one mark available for question 2 (Identify the cause of leptospirosis) was often not obtained and marks were also commonly lost for questions 3 and 4, both of which required two answers to gain full marks. Learners were generally able to gain 1 mark for each of these questions but did not obtain the second mark. For question 3 learners were asked to identify two signs of ill health for a chicken's leg, many learners provided rough as an incorrect answer.

Question 6a

In order to access the one mark for question 6a learners were required to state what is meant by the term gait in relation to health checking. Despite this being a term used in the unit content a significant number of learners were not familiar with the term and provided a range of incorrect answers. It is important that learners are familiar with all subject specific terminology used in the unit content.

2 Marks awarded

6 (a) State what is meant by the term 'gait' in relation to health checking.

(1)

The way the animals walking
or running.

The learner has correctly defined the term "gait".

Question 6b

This was another state the definition question, this time learners were asked to define "PPE". A surprising number of learners were not able answer this correctly, some leaving the question blank, some linking it to the pet passport scheme or some getting two of the three words correct and therefore not accessing the mark. To ensure no learners were disadvantaged by this question marks were awarded for person, people and personal as well as protective and protection.

1 mark awarded

(b) Define what is meant by the term 'PPE'.

(1)

Personal Protection equipment.

(Total for Question 6 = 2 marks)

Correct definition provided.

Question 7

Question 7 was a very well answered question. Learners were expected to state one symptom than an animal with fleas would show. Virtually all learners accessed the marks for this question.

1 mark awarded

7 State **one** symptom that an animal with fleas would show.

Scratching

(Total for Question 7 = 1 mark)

This learner has correctly stated one symptom of fleas

Question 8

This was a 2 mark question. Learners were expected to state two features of a dog with a condition score of a 5. While most learners seemed familiar with the term condition scoring many of them provided incorrect information, based on them being under weight, rather than over weight. Those learners who did recognise that a condition score of 5 meant that the animal was obese were generally able to access both marks.

2 Marks awarded

8 State **two** features seen in a dog body condition scored at 5.

1 spine, ribs, pelvis are not visible

2 massive amounts of palpable fat.

(Total for Question 8 = 2 marks)

Two correct features stated. This learner could have been awarded both marks for the first answer as both spine and ribs not visible were rewardable.

Question 9

Learners were expected to state two symptoms of rabies which affect an animal's behaviour. There was a mixed response to this question with some learners providing generalised answers such as lethargy, while others provided very specific features i.e. aggression and excessive salivation.

2 Marks awarded

9 State **two** symptoms of rabies that affect an animal's behaviour.

1 Lethargic

2 Aggressive

(Total for Question 9 = 2 marks)

The learner has stated two correct symptoms of rabies.

Question 10a

This question expected learners to apply knowledge of chicken health checking and identify the problem in the image. Again this was mixed response, many learners were clear that the beak was overgrown and were often quite descriptive about what they saw (top beak hangs over the bottom beak). However there were a number of learners who did not recognise the problem and provided incorrect answers such as it has a hole in it, it's not sharp enough or it is discoloured.

1 mark awarded

10 (a) Identify the beak problem shown in the image below.

the beak has its top one ⁽¹⁾ growing
over the bottom one.



Learner has correctly identified the overgrown beak.

0 marks awarded

10 (a) Identify the beak problem shown in the image below.

It has a cut in the beak ⁽¹⁾



Learner has provided a common incorrect answer.

Question 10b

This was a 1 mark question where learners had to state how the problem shown in the image of the chicken beak should be treated. Generally those learners who had identified the correct problem were able to answer this question correctly, although a small number did suggest providing them with hard food or a hard surface to wear it down naturally. In order to ensure no learners were disadvantaged in answering this question a number of answers were accepted including cutting, trimming filing and shaving the beak.

Question 11a

To gain the mark for this question learners were asked to define the term "culling". As with the other define questions in this paper many learners did not appear familiar with the term, with many learners linking their answer to the image of the chicken in the previous question.

1 Mark awarded

11 (a) Define the term 'culling'.

(1)

where people decrease the population
of an animal by killing a large amount.

This learner has correctly defined the term culling.

0 Marks awarded

11 (a) Define the term 'culling'.

(1)

removing the comb of a chicken.

The learner has incorrectly linked question 11 with question 10 and provided an incorrect answer.

Question 11b

To gain the mark for this question learners were asked how culling can aid disease prevention. Some of the learners who had defined culling incorrectly were able to access the mark for this question but discussing how diseases can be prevented by stopping the spread of the pathogen.

1 Mark awarded

(b) State how culling can aid disease prevention.

(1)

because the infected animals are no longer
able to infect other animals

(Total for Question 11 = 2 marks)

Learner stated culling stops the spread of disease.

Question 12

This was the first “explain” question of the paper and was worth 2 marks. To obtain marks in this question, learners had to apply their knowledge of parasites and their transmission routes. As the question already stated that roundworm can be transmitted out of the animal through faeces marks were not awarded where learners repeated this fact, however marks were often awarded for stating that infected faeces were ingested even if no other marks were gained. In order to gain the marks the learners has to state that the faeces were ingested and not just that the animal gets / picks up round worm from infected faeces.

A number of leaners were confused between roundworm and either tapeworm or ringworm and therefore did not gain marks.

2 Marks awarded

12 Roundworm is transmitted out of animals through their faeces.

Explain the transmission route of roundworm into an animal.

the eggs can enter the animal via another animals faeces, if the animal sniffs or ingests the faeces. the eggs will then hatch and live inside the gut of the animal.

(Total for Question 12 = 2 marks)

The learner has explained that an animal will have direct contact with infected faeces which are ingested.

0 marks awarded.

12 Roundworm is transmitted out of animals through their faeces.

Explain the transmission route of roundworm into an animal.

roundworms are a fungi, roundworms can be picked up from an animals faeces, vomit etc..

(Total for Question 12 = 2 marks)

No rewardable information provided.

Question 13

Learners were expected to state where ticks lay their eggs. A significant number of learners confused the tick and the flea when answering questions as a majority of answers were about locations on the animal (skin / fur / behind ears). Some learners also guessed a generic answer (somewhere warm and dark / somewhere dry).

1 Mark awarded

13 State where ticks lay their eggs.

Ticks lay there eggs in long grass.

(Total for Question 13 = 1 mark)

The learner has correctly stated where ticks lay their eggs.

Question 14

This was a 2 mark question that required learners to state two actions to be carried out when a notifiable disease is suspected. A range of answers were provided for this question however "treat animal" was not awarded any marks as the disease is only suspected, and depending on the disease there may not be any treatment.

2 Marks awarded

14 State two actions that must be carried out when a notifiable disease is suspected.

1 Separate the animal away from others

2 Clean everything

(Total for Question 14 = 2 marks)

The learner has identified two actions to be carried out when a notifiable disease is suspected

Question 15

For one mark learners were asked to state one cause of an increased breathing rate. This question was particularly well answered and a range of answers were seen.

1 Mark awarded

15 State **one** cause of an increase in breathing rate.

exercise

(Total for Question 15 = 1 mark)

The learner has identified one cause of an increased breathing rate.

Question 16

Learners were required to explain one reason why an elderly animal may lose weight. Most learners were able to access at least one of the available marks for this question however a number of learners stated that animals may lose weight due to not moving much – which should result in increase weight gain! There were also a number of learners who wrote the same answer in two different ways and as a result were only awarded 1 mark i.e. sleep a lot, don't move much.

2 Marks awarded

16 State **two** reasons why elderly animals may lose weight.

- 1 because they have loss of ~~appetite~~
appetite
- 2 If the owner isn't giving them
enough food.

(Total for Question 16 = 2 marks)

The learner has provided two separate, correct answers: loss of appetite (1) lack of food(1)

Question 17

In order to achieve these marks learners had to be able to apply their knowledge of bearded dragons. Learners had explained two ways to aid shedding in a bearded dragon. This question was not well answered, with very few learners access the full 4 marks.

Learners were not awarded marks for saying that handling should be avoided as this itself does not aid the shedding process. More worrying was the number of learners who suggested pulling the skin of the animal, something which could negatively impact the animal's welfare.

2 Marks awarded

17 Explain **two** ways to aid shedding in a bearded dragon.

1 Giving them calcium powder on their feet food to keep the healthy and happy.

2 ~~Living them~~ Spraying them with water to keep them hydrated and moisturized.

The learner has been able to access two of the marks available by correctly explaining that spraying the bearded dragon with water will keep them hydrated. The answer about calcium powder did not contain any rewardable material.

0 Marks awarded

17 Explain **two** ways to aid shedding in a bearded dragon.

1 Shedding of the skin by taking off it's skin

2

The learner has incorrectly stated that the skin should be peeled off.

Question 18a

This is a higher-level question, requiring the application of knowledge. Learners were asked to explain two checks to be carried out on restraint equipment prior to use. Unfortunately some learners misread the question and provided reasons why restraint equipment would be used. Learners who did read and understand the question were generally able to access between 2 and 4 of the marks, depending on their ability to explain the linked response.

4 Marks awarded

18 Restraint equipment is often used when administering treatments to an animal.

(a) Explain **two** checks that should be made to restraint equipment prior to use.

(4)

1. Make sure the equipment is cleaned. If you're using dirty equipment, it won't be very comfortable for the animal or yourself.

2. Make sure the equipment is not broken or damaged. If the equipment doesn't work or is about to ~~break~~ ^{break}, it's not really going to work.

Two linked responses provided: check for cleanliness (1) to prevent discomfort (1), check for damage (1) to prevent breakages (1)

Question 18b

In keeping with the restraint equipment theme, question 18b required learners to explain two reasons why it is necessary to check an animal's record card prior to selecting the restraint equipment. A number of learners again did not read or understand the question and as a result listed types of restraint equipment or listed checks to be carried out on the equipment.

4 Marks awarded

(b) Explain **two** reasons why checking the records of an animal may affect the type of restraint equipment used.

(4)

1. If the records say that it's been aggressive, you would have to use more restraints such as a muzzle to protect yourself from being bitten.

2. If the records say that it's a nervous dog, it would be hiding, tail between their legs and would be licking their lips. I ~~might~~ probably wouldn't use any restraints because it might make the dog more scared. Instead I would use a calm approach and give the dog

(Total for Question 18 = 8 marks)

The learner has been able to access four marks: check records to identify if aggressive (1) to protect handler (1), check if very nervous (1), restraint equipment may not be necessary (1)

0 marks awarded

(b) Explain **two** reasons why checking the records of an animal may affect the type of restraint equipment used.

(4)

1. So they don't pass on diseases.

2. So they realise what unless they had before.

(Total for Question 18 = 8 marks)

The learner has misunderstood the question and provided no rewardable answer.

Question 19

This proved to be the most difficult question in the paper. Learners were asked to explain two advantages of using lime sulphur dip to treat external parasites. This question was left blank by a number of learners. There were also a number of learners who did not achieve any marks as they repeated the question by stating that an advantage was that it kills the parasites. Where correct answers were provided they were generally about the quickness of the treatment or the fact it soothes skin / does not cause irritation.

2 marks awarded

19 Explain **two** advantages of using lime sulphur dip to treat external parasites.

The dip quickly and effectively kills the parasites without harming the animal. Another advantage of using lime sulphur dip is it is cheap and easy to use. Compared to alternatives that are more time consuming.

0 Marks awarded

19 Explain **two** advantages of using lime sulphur dip to treat external parasites.

~~1. lime can get rid of the bad parasites.~~

1. lime can get rid of the bad parasites.

2. ~~sulphur~~ sulphur can ~~kill~~ treat the parasites.

The learner has not accessed any marks as they have repeated parts of the question.

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 lists of potential stress indicators rather than a clear discussion. Where learners were achieving high marks, they were providing a good discussion of a range of indicators and an effective discussion of how these apply to a kennel situation. Higher level learners were able to achieve the full 8 marks for this question and a high standard of work was seen.

8 Marks awarded

20 Kim works at a dog rescue kennel as a kennel assistant. She must carry out a temperament check on all dogs after their first week in the kennels to assess how well they have settled into the environment.

Discuss the visual signs and behaviours a dog may show if it found the kennel environment stressful.

Before Kim carries out the temperature check she will need to visually check for any visual ^{signs} ~~signs~~ that the dog is stressed before hand, this would reduce Kim's chance from being bitten. Signs that the dog is stressed is it is shaking, whining, sat in a corner, ~~and~~ showing its teeth when approached or becomes vicious when approached. ^{this} Also if the dog isn't eating, drinking or sleeping is a clear indicator that the dog is ~~also~~ stressed, this is a serious situation because the dog may become very dehydrated and malnourished very quickly and could result in vet attention. Another sign that the dog is stressed is that it could have concentrated urine and dysuria so Kim will need to monitor the dogs faeces, urine colour, how much food it has eaten, how much water it has drunk and she will need to keep records of everything.

(Total for Question 20 = 8 marks)

This is an excellent, comprehensive answer. The learner has provided the information in a logical order, discussing a range of behavioural indicators of stress and the consequences of these behaviours. They have used appropriate terminology throughout.

2 marks awarded

20 Kim works at a dog rescue kennel as a kennel assistant. She must carry out a temperament check on all dogs after their first week in the kennels to assess how well they have settled into the environment.

Discuss the visual signs and behaviours a dog may show if it found the kennel environment stressful.

The dog would be stressed, not eating, passing around, barking or if it was really stressed it might become aggressive and might bite and be nasty.

The learner has provided very limited information in the form of a list of stress indicators.

Summary

Based on their performance on this paper, learners should:

Ensure they are familiar with all subject specific terminology listed within the unit content.

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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