

L2 Lead Examiner Report 1901

January 2019

**L2 Qualification in Animal
Care: Unit 1 Animal Care**

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:

<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>

You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

January 2019

Publications Code 21883G_1901_ER

All the material in this publication is copyright

© Pearson Education Ltd 2019

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, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is 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 is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment 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 for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Animal Care Unit 1.

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	15	23	31	40

Introduction

This was the seventh series of this exam. All questions were attempted by some learners, with an increasing number of learners demonstrating a clear ability to apply the knowledge learnt from all areas of 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.

Areas of weakness include the learner's ability to name vaccinations for specific species and also there was evidence of confusion between the actions and lifecycle of ticks and fleas.

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 a number of learners did not focus on the specific question: "Discuss signs of ill health in rabbits" and rather provided detailed accounts on how to health check the animal and the signs of good health.

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 very well answered.

Where incorrect answers were provided there was no pattern in the incorrect responses selected.

Question 6

In order to access the two marks for question 6 learners were required to state two actions to be carried out if fleas were found in the home. Most learners were able to access the full two marks for this question, providing answers relating to the treatment of animals and the treatment of the house/bedding. Where marks were dropped this was often due to the same answer being repeated i.e. Hoover the carpet, Hoover animals bedding or where the answers were deemed to be too vague i.e. clean the animals.

2 Marks awarded

6 State **two** actions to be carried out when fleas have been found in the home.

1 Apply Spot On the back of ^{the} animal's neck

2 Throw out bedding

(Total for Question 6 = 2 marks)

The learner has correctly identified two actions to be taken when fleas are identified in the home.

Question 7

Question 7 was a very well answered question. Learners were expected to state one symptom of unhealthy skin in rabbits. Virtually all learners accessed the marks for this question. Where marks were lost it was due to the learner discussing the animal's coat rather than the skin. While bald patches / loss of coat was accepted as this could be due to a skin condition answers such as matted fur were not accepted.

1 mark awarded

7 State **one** sign of unhealthy skin in rabbits.

Scabs

(Total for Question 7 = 1 mark)

This learner has correctly stated one sign of unhealthy skin

Question 8

This was a 2 mark question. Learners were expected to state two signs of ill health found in the anogenital area of goats. While most learners seemed familiar with the term and provided very specific answers marks were also awarded for generic answers such as bleeding or discharge. Where marks were lost it was generally due to learners providing symptoms not related to the anogenital area i.e. weight loss.

2 Marks awarded

8 When carrying out a health check on a goat, it is important to inspect all areas of its body.

State **two** signs of ill health found in the anogenital area.

1 bleeding

2 puss

(Total for Question 8 = 2 marks)

Two correct answers provided, although they do not make specific reference to the anogenital area.

Question 9

There was a rider statement to this question, identifying that a bearded dragon had been brought into a rehoming centre. Learners were expected to state two actions to be carried out to reduce the potential spread of disease. While a number of learners incorrectly stated that the bearded dragon could be vaccinated a significant number of learners were able to access both the marks for this question. Most answers focused around health checking, isolating, of the use of PPE/ hand washing.

2 Marks awarded

9 A bearded dragon is brought into a rehoming centre.

State **two** actions to be carried out to reduce the spread of a potential disease.

- 1 Wear protective clothing such as gloves.
- 2 Isolate the bearded dragon away from the other animals.

(Total for Question 9 = 2 marks)

The learner has stated two correct actions to reduce the spread of disease.

Question 10

This question expected learners to apply knowledge of types of mite, which is mentioned across the specification, in relation to health checking and parasites. The vast majority of learners were not able to access any of the marks and were providing incorrect answers: flea and tick. Other learners were attempting to provide answers such as adult and baby. There were very few learners who were able to access both marks for this question.

0 marks awarded

10 State **two** types of mite commonly found on animals.

1 Baby mites.

2 Adult mites.

(Total for Question 10 = 2 marks)

Learner has been unable to identify two type of mite.

2 marks awarded

10 State **two** types of mite commonly found on animals.

1 mange (foxes)

2 ear mites

This learner has correctly identified two type of mite.

Question 11a

To gain the mark for this question learners were asked to state the location of the scolex on the tapeworm. While this question provided a mixed response there was clearly a proportion of learners who were familiar with the term and were able to confidently answer the question.

1 Mark awarded

11 (a) State the location of the scolex on a tapeworm.

(1)

The head

This learner has correctly stated the location of the scolex.

Question 11b

To gain the mark for this question learners were asked to state where a worming treatment would be applied to a cat's skin. The question was well answered with a number of learners providing an unnecessary explanation to accompany the correct answer. As this is a 1 mark question the explanation cannot be awarded a mark.

1 Mark awarded

(b) State where a worming treatment would be applied to a cat's skin.

(1)

It would be applied on the back of the neck so the cat cannot scratch it off.

(Total for Question 11 = 2 marks)

Learner stated that the treatment should be applied to the back of the neck, they have also supplied a good explanation but this cannot be awarded any marks as the question is a "state" question for 1 mark.

0 Mark awarded

(b) State where a worming treatment would be applied to a cat's skin.

around the anus

This learner has not been able to correctly state where a worming treatment would be applied to a cat's skin.

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 diseases and their transmission routes. Learners were asked to explain one way diseases are spread by indirect transmission.

This question had a mixed response, a significant number of learners provided an answer explaining direct contact so were not awarded any marks. There was also a small number of learners who were able to state the indirect spread involved sharing an object and so obtained 1 mark but did not explain that is required the first animal to be infected with the disease. However, most learners who were discussing indirect transmission were able to access both marks.

1 Mark awarded

12 Explain **one** way diseases are spread by indirect contact.

Disease can spread throughout ^{shared} food, ~~which~~ one of the animals could have a disease.

(Total for Question 12 = 2 marks)

The learner has explained that an animal will have direct contact with an object but not that the first animal must be infected with the disease.

2 marks awarded.

12 Explain **one** way diseases are spread by indirect contact.

non isolation, so if a ^{chicken} ~~dog~~ had ringworm and it touched a bowl for example on the area that is infected and then you touched that bowl you would possibly get ringworm.

(Total for Question 12 = 2 marks)

A well written explanation recognising the sharing of a food bowl by an infected and a non-infected animal.

Question 13

Question 13 was for 1 mark. Learners were expected to state one disease which a cat can be vaccinated for.

This question obtained a mixed response with many learners offering vaccinations for other animals. Where correct answers were provided the most common answer was feline herpes.

1 Mark awarded

13 State **one** disease that a cat should be vaccinated against.

Herpes.

(Total for Question 13 = 1 mark)

The learner has correctly stated a suitable vaccine.

Question 14

This was a 2 mark question that required learners to state two pieces of information found on an animal's record card. As the question did not state what type of record card virtually all answers were accepted for this question, resulting in most learners obtaining both marks.

2 Marks awarded

14 State **two** pieces of information found on an animal's record.

1 Age

2 ~~Previous~~ Previous ~~to~~ diseases/injections

(Total for Question 14 = 2 marks)

The learner has identified two appropriate pieces of information

Question 15

For one mark learners were asked to state one treatment for ringworm

This question had a mixed response, with many learners stating that antibiotics were incorrectly required.

0 Marks awarded

15 State **one** treatment for ringworm.

Digesting antibiotics dependent to kill all
ringworm antibiotics.

(Total for Question 15 = 1 mark)

The learner has incorrectly identified the treatment of ringworm.

1 Marks awarded

15 State **one** treatment for ringworm.

cream to put on the ringworm

The learner has correctly identified the treatment of ringworm.

Question 16

Learners were required to state two reasons for bradypnoea (slow breathing) in dogs. While most learners attempted this question many learners were providing answers which were too generic to be awarded marks e.g. illness / sick / resting.

2 Marks awarded

16 State **two** causes of a slow breathing rate (bradypnoea) in dogs.

1 Old age

2 Rest / sleep

(Total for Question 16 = 2 marks)

The learner has provided two separate, correct answers: old age (1) sleep (1)

Question 17a

In order to achieve these two marks learners had to explain what is meant by the term “secondary infection”. This question was not particularly well answered with many learners not appearing to understand what the term meant, providing a range of incorrect answers including “having and illness for the second time” and “an illness passes on from another animal”. Where learners were familiar with the term they were often unable to offer a full explanation and therefore obtained one mark.

2 Marks awarded

Secondary infection is caused when the first infection weakens the immune system, allowing a secondary infection to occur later.

The learner has been able to access two of the marks available by correctly explaining that the weakened immune system allows a second infection to take hold.

1 Mark awarded

17 (a) Explain what is meant by the term secondary infection.

(2)

A infection that ~~is~~ comes with a primary infection which is normally less dangerous.

The learner has identified that a secondary infection is linked to a primary infection but has been unable to offer an explanation.

Question 17b

This was a 2 mark explain question where learners had to explain 1 reason why fluids are provided to an animal with an infection. This is a higher level question and designed to stretch learner's knowledge. Most learners were able to access at least one mark for this question by stating that it either prevents dehydration or flushes out the system. Only the most able learners were able to offer a full explanation and obtain the full 2 marks.

2 Marks awarded

(b) Explain **one** reason why fluids are provided to an animal with an infection.

(2)

Fluids are given since the animal will have been vomiting or have diarrhoea. Due to this they will be dehydrated and require fluids.

(Total for Question 17 = 4 marks)

The learner has recognised that fluids are lost (1) and must be replaced to prevent dehydration (1)

Question 18a

This is a higher-level question, requiring the application of knowledge regarding the consequences of incorrect tick removal. Most learners were able to access at least one mark by stating that part of the tick may be left in the dog. There were also a good range of explanations provided with many learners accessing three marks. Learners did on occasion drop the fourth mark by repeating the part of their answer, i.e.

Tick head stays in dog (1) causes infection (1),

Blood in squeezed back into dog (1), causes infection (0)

Answers involving the tick staying on the dog were not accepted.

2 Marks awarded

18 (a) Explain **two** consequences of removing a tick incorrectly from a dog.

1 The head could stay in the dog. ⁽⁴⁾

2 removing the tick incorrectly could cause infection in the animal.

One reason and explanation provided.

Question 18b

In keeping with the tick theme, question 18b required learners to describe two stages of the ticks lifecycle. As a basic diagram of the ticks lifecycle was provided at the start of question 18 a prompt was provided for the learners and this appears to have been beneficial as the majority of learners were able to access either one or two marks. However, most learners failed to obtain the third or fourth mark as they were not able to offer a full description of the stages.

There was also evidence of confusion between ticks and fleas and a number of learners discussed the tick jumping onto the host or from host to host.

2 Marks awarded

(b) Describe **two** stages of the tick's life cycle.

(4)

Tick hatches from egg and gains needed sustenance by attaching itself to animal/human

Tick reproduces and births more ticks which will go on to repeat the cycle

The learner has been able to access two of the four marks for identifying that the adult reproduces and that it then feeds of the host.

4 marks awarded

(b) Describe **two** stages of the tick's life cycle.

(4)

> Tick eggs are hatched and tick latches on to a small host, such as a squirrel. It will feed from this animal before finding a better host.

> At host 3, Tick is fully grown and needs to reproduce, falls into grass to lay eggs.

Two detailed descriptions of the stages provided.

Question 19

This was a 4 mark question where learners were asked to explain two reasons why animals may lose weight as they get older. While most learners provided an answer to this question many of the learners provided answers which were too vague to be awarded marks e.g. ill. A number of learners also stated old age as an answer – this was not rewardable as the information was provided in the question. Learners who stated that a reduction in exercise were also not awarded the mark as a lack of exercise should lead to a weight gain, the exception to this was if they were able to link the reduction in exercise to muscle wasting.

2 marks awarded

19 Explain **two** reasons why an animal may lose weight as it gets older.

1 As the animals gets older they become more exposed to illness because their immune system isn't as good as what it was causing them to have a lack of appetite

2 As the animal gets older ~~it does~~ they don't exercise as much so they don't need as much food as they did when they were younger

The learner has explained how an older animal may have a weakened immune system (1) and the resulting illness may cause a lack of appetite (1), however the information regarding exercise is not rewardable.

4 Marks awarded

19 Explain **two** reasons why an animal may lose weight as it gets older.

1 Animals immune system may be getting weaker, so animal will get many illnesses, with diarrhoea.

2 Animal gets more lethargic as it ages and may not want to eat, or ~~the~~ is too tired to eat at all.

(Total for Question 19 = 4 marks)

The learner has accessed all four marks by providing two reasons and appropriate explanations.

Question 20

This question provided a range of marks with more learners than ever being awarded the full eight marks. If this discuss question learners were asked to discuss the signs of ill health in rabbits. While many learners produced pages of information there were a number of learners who lost focus and discussed how to carry out a health check or the signs of good health and therefore were not able to access any marks. It is important that learners are clear on what the question is asking them what answering the 8 mark question as it was a lack of direction rather than a lack of knowledge which prevented some learners achieving higher marks.

2 Marks awarded

- Discolouration of eyes and discharge of fluids.
- Loss of weight
- Scrabbing on skin
- Bald patches of fur / discolouration of fur.
- Build up of ear wax
- Diarrhea
- ~~loss~~ Increase / decrease in sleep
- Showing signs of aggression or covering.

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

8 marks awarded

in rabbits. (8)

- First they should observe the behaviour of the rabbits; if they are: ~~not~~ unresponsive, circling using one foot, lethargic or not eating they could have Myxomatosis or another illness.
- They should check the rabbits faeces. There should be very few caecotrophs (small pellets of faeces) in the rabbit's hutch because the rabbit is digesting them again. If their faeces is light or watery the rabbit is ill.
- Before you do a physical check you need to wear PPE (personal protection equipment) to stop potential disease spreading.
- First physical check is the eye which should be free of discharge.
- Then the nose which should be dry and twitching, not cracked, moist or with discharge.
- Ears should be alert, black spots could indicate fleas.
- The fur should be clean ~~and shiny~~ with no black or red spots on the skin. Circular lesions indicate roundworm.

TOTAL FOR QUESTION 20 = 8 MARKS

TOTAL FOR PAPER = 50 MARKS

- If the rabbit is itching it could have fleas, mites or ticks.
- Check the rabbit's record to see if it has gained or lost weight or is close to egg count.

An excellent answer, providing detail on a range of signs of ill health, including behavioural and physical indicators and linking these to specific conditions / diseases.

Summary

Based on their performance on this paper, learners should:

Ensure they are clear on what the question is actually asking.

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.

For more information on Pearson qualifications, please visit

<http://qualifications.pearson.com/en/home.html>

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

