

L2 Lead Examiner Report 1906

June 2019

L2 BTEC First in Animal Care

Unit 1: Animal Health 21883G

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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 Health 21883G

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	16	24	32	41

Introduction

This was the seventh series of this exam. All questions were attempted by the learners, with an increasing number of learners demonstrating a clear ability to apply the knowledge learnt from all areas of the specification and being able to access the marks offered by the explain questions. 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.

Introduction to the Overall Performance of the Unit

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.

The only clear areas of weakness where the majority of learners did not access marks was in the understanding of what the term 'microorganism' meant. Other than these the questions were generally well answered and demonstrated knowledge from across the specification.

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 bearded dragons" 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.

Individual Questions

Question 1 – 5

Questions one through to five were multiple choice questions covering a range of content. As basic recall questions these were generally 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 explain why tick saliva contains a mild anaesthetic. Some learners did not attempt this question. The more able learners were able to access the full two marks for this question, however a number learners confused anaesthetic and anti-coagulant, providing incorrect reasoning. There were learners who attempted to explain the reason with the same answer written two different ways: 'to numb the area so the animal doesn't feel it'.

2 Marks awarded

6 Explain why tick saliva contains a mild anaesthetic.

So that the animal doesn't feel when
the tick bites it. This prevent the
tick being scratched off.

(Total for Question 6 = 2 marks)

The learner has correctly explained the reasoning for the presence of anaesthetic: doesn't feel it (1), will not be scratched off (1)

Question 7

Question 7 was a very well answered question. Learners were expected to state one sign of healthy eyes in bearded dragons. Virtually all learners accessed the marks for this question. Where marks were lost it was due to the learner discussing signs of ill health rather than health.

1 mark awarded

7 State **one** sign of healthy eyes in a bearded dragon.

Open and close freely

(Total for Question 7 = 1 mark)

This learner has correctly stated one sign of healthy eyes

Question 8

This was a 2 mark question. Learners were expected to state two signs of ill health found in the mouth of cats. The question was very well answered with the majority of learners achieving both marks. Where marks were lost it was generally due to learners providing symptoms not related to the area or that were specific to the cat, i.e. overgrown teeth was not an accepted answer.

2 Marks awarded

8 State **two** signs of an unhealthy mouth in cats.

1 *Missing teeth*

2 *bad breath*

(Total for Question 8 = 2 marks)

Two correct answers provided.

Question 9

Learners were expected to state two types of microorganism. The more able learners were able to access both of the marks for this, but it was clear that many learners did not understand the term microorganism as they provided answers which were either parasites or specific diseases.

2 Marks awarded

9 State **two** types of microorganism that can cause disease.

1 Bacteria

2 virus

(Total for Question 9 = 2 marks)

The learner has stated two correct microorganisms.

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. This was the first question in the paper to not perform as expected. 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.

1 mark awarded

10 State **two** ways in which myxomatosis can spread in rabbits.

1 direct contact

2 ~~*~~ indirect contact e.g. vomit, faeces

(Total for Question 10 = 2 marks)

Learner has been able to identify direct contact only.

Question 11

To gain the mark for this question learners were asked to state two signs that an animal is too hot. This question was very well answered with learners providing a range of answers. Commonly seen answers included: sweating, panting, lethargy and moving to shade.

2 Marks awarded

11 State **two** signs that an animal is too hot.

1 Sweating

2 Panting

(Total for Question 11 = 2 marks)

This learner has correctly two indicators that an animal is too hot.

Question 12

This explain question was worth 2 marks. To obtain marks for this question, learners had to apply their knowledge of taking an animals temperature. Learners were provided with an image and asked to explain why it would result in an incorrect reading.

This question had a good response, a significant number of learners provided clear explanations and were able to access both marks. However there was also a number of learners who were able to state either that the hand was at the wrong end or that the person's temperature was being measured not an animals but could not link the responses to gain both marks.

1 Mark awarded

12 Explain why **Figure 1** will result in an incorrect temperature reading.

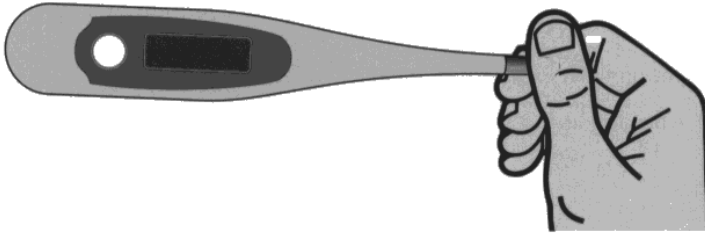


Figure 1

because the person is measuring
its own ~~temp~~ temperature not
the animals

(Total for Question 12 = 2 marks)

The learner has stated that their own temperature will be read but not explained how this will occur.

2 marks awarded.

A well written explanation recognising that the hand is holding the end which takes the reading and therefore the reading will be of the hand and not the animal.

12 Explain why **Figure 1** will result in an incorrect temperature reading.

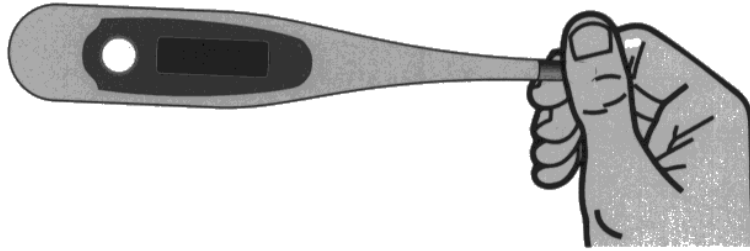


Figure 1

The persons hand is touching the part of the thermometer which is measuring the temperature so it's measuring the temperature of the hand instead of the air.

(Total for Question 12 = 2 marks)

Question 13

Question 13 was for 1 mark. Learners were expected to state one zoonotic disease. This question was very well answered with the majority of learners obtaining the mark. While a range of correct answers were seen ringworm and salmonella were the most common answers.

1 Mark awarded

13 State **one** zoonotic disease.

..... ringworm

.....
(Total for Question 13 = 1 mark)

The learner has correctly named a zoonotic disease

Question 14

This was a 2 mark question that required learners to state ways of controlling a flea infestation in the home. While most learners attempted this question the majority only achieved 1 mark. This was in part due to the fact that answers such as 'clean / disinfect house' and 'isolate animal' were not awarded marks. There were also a number of learners who wrote the same answer twice i.e. flea treatment and flea spray, without making it clear that one was for the animal and one was for the home both these answers could not be awarded.

2 Marks awarded

14 State **two** ways of controlling a flea infestation in a home.

1 Wash all the bedding ^{and areas} where the animal has been.

2 Vacuum the carpet and dispose of the vacuum bag correctly.

(Total for Question 14 = 2 marks)

The learner has identified two appropriate strategies; wash bedding (1), vacuum carpet (1)

Question 15

For one mark learners were asked to state one treatment for salmonella.

This question was generally well answered with antibiotics, fluids and electrolytes all being common answers. Learners who lost marks either left the answer blank or provided a generic answer such as 'medicine'.

0 Marks awarded

15 State **one** treatment for salmonella.

Antibiotics

(Total for Question 15 = 1 mark)

The learner has incorrectly identified the treatment of salmonella.

Question 16

Learners were required to state two reasons behaviours seen when an animal has tapeworm. Learners who had read the question carefully were able to achieve both the available marks, however many learners did not appear to notice the word 'behaviour' in the question and provided a range of physical signs and symptoms. Some learners also lost marks as they provided an answer which was not specific i.e. scratching, as this answer may not relate to around the anus.

2 Marks awarded

16 A dog with tapeworm may experience irritation of the anus.

State **two** seen behaviours that would indicate a dog has tapeworm.

1 Scooting their bum on the carpet

2 Trying to clean their bum.

(Total for Question 16 = 2 marks)

The learner has provided two separate, correct answers: scooting (1) being interested in their anus (1)

0 Marks awarded

16 A dog with tapeworm may experience irritation of the anus.

State **two** seen behaviours that would indicate a dog has tapeworm.

1 Pot belly

2 ~~#~~ throwing up and diarrhoea

(Total for Question 16 = 2 marks)

No rewardable material as the learner has identified signs of tapeworm rather than behaviours.

Question 17a

In order to achieve two marks learners had to explain why the femoral artery is used when taking a dog's pulse. This question was not particularly well answered with many learners stating that this location gave the most accurate reading or that it was closest to the dog's heart.

2 Marks awarded

17 (a) Explain why the femoral artery is used when taking a dog's pulse.

(2)

The femoral artery is used when taking a dog's pulse because it has the most prominent beat and is easiest to access without making the animal distressed.

The learner has been able to access the two marks available by correctly explaining that the artery is easy to access and therefore reduces stress to the animal.

Question 17b

This was a 2 mark explain question where learners had to explain how an infection affects the pulse rate of an animal. 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 identifying the change in pulse rate. Only the most able learners were able to offer a full explanation and obtain the full 2 marks.

2 Marks awarded

(b) Explain how an infection affects the pulse rate of an animal. (2)

IF AN animal has an infection the pulse rate could go up because the animal will be using more energy to try fight the infection causing there heart rate to go up

(Total for Question 17 = 4 marks)

The learner has recognised that the pulse rate will rise (1) due to the body fighting infection (1)

Question 18a

This is a higher-level question, requiring the application of knowledge regarding the weighing a rabbit with learners being asked to explain two reasons why a rabbit should be restrained when being weighed. Most learners were able to access two of the marks. Commonly seen answers were based on the movement of the rabbit effecting the accuracy of the result or the animal escaping. However there were some learners who lost marks by providing the same two answers but different explanations i.e. keep it still (1) to prevent escape (1), keep it still (repeated answer, 0 marks) to ensure accurate weight is obtained (1).

2 Marks awarded

18 (a) Explain **two** consequences of removing a tick incorrectly from a dog. (4)

1 The head could stay in the dog.

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

1 reason and explanation provided.

Question 18b

In keeping in line with the weighing question, question 18b required learners to explain two reasons why the dog could be losing weight, however learners were also told that the animal had been eating normally. Some learners did not make use of this information as they provided answers which stated that the dog was not eating.

A large number of learners provided tape/round worm as an answer and were able to support this with a good explanation of the worms taking the dogs nutrients. Another commonly seen answer was an increase in exercise. Learners were not awarded marks for “ill” or for “old age” as old age is commonly associated with weight gain.

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.

(Total for Question 18 = 8 marks)

Two detailed descriptions of the stages provided.

Question 19

This was a 4 mark question where learners were asked to explain two disadvantages of using worming tablets to treat a cat. There was a mixed response to this question, while most learners attempted an answer many were providing answers about the effectiveness of the product rather than the difficulties with administering a tablet. A large number of learners were able to recognise that giving the tablet to a cat is tricky and may result in aggression from the animal or the tablet not being swallowed however there was often a lack of clear explanation alongside these answers meaning at many learners were unable to access the full 4 marks.

2 marks awarded

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

1 As the animal 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 ~~is~~ 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

Learners were asked to discuss the signs of ill health in bearded dragons. 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 as it was a lack of direction rather than a lack of knowledge which prevented some learners achieving higher marks.

Some learners struggled to access the higher marks as they listed generic signs of ill health (discharge, lethargy) rather than providing information which is specific to the bearded dragon. There were also a significant number of learners who discussed changes in the bearded dragon's temperature as a sign of ill health, failing to grasp that as endothermic animals their temperature is entirely dependent on the external environment.

3 Marks awarded

bearded dragons.

One sign of ill health Tommy might identify when checking the bearded dragons would be not eating which would indicate that there is a problem with their stomach.

another sign of ill health Tommy might identify when checking the bearded dragons would be not going to the toilet or making waste which could mean that they have a blockage in their cloaca or are not eating enough.

another sign of ill health Tommy might identify when checking the bearded dragons would be a change in the consistency of their waste if they are dry then that would indicate that they are dehydrated.

another sign of ill health Tommy might identify when checking the bearded dragons would be not basking this would indicate that they are not and could have sunburn

another sign of ill health Tommy might identify when checking the bearded dragons would be a black beard this would show that the bearded dragon is stressed and not happy with something and that there could be a problem.

another sign of ill health Tommy might identify when checking the bearded dragons would be a foreign object in the ear/ears this could be a stone or even a tick which could mean that there are more on it.

The learner has provided a small number of signs of ill health, however these are specific to the bearded dragon.

8 marks awarded

- Bearded dragons are cold blooded animals which means that they get all of their warmth from their surroundings. One sign of ill health would be the temperature of the enclosure. The animal would be this same temperature. So it is unnecessary to manually take the animal's temperature. However, if the bearded dragon has its mouth open for an abnormal amount of time, it may be too hot. As the animal should be the same temperature as the enclosure - this is a sign of ill health.
- Another sign of ill health is the bearded dragon's eyes. They should be clear and clear. Any sign of discharge - (especially coloured discharge) indicates a problem. This could be a broken membrane of the eye, or a foreign object present on the eye/under the eyelid or a bacterial infection among others.
- The bearded dragon should also be alert and responsive. By looking at the animal's demeanor as one of the first things in the health check we can make a quick observation to the animal's overall health. For example, if the bearded dragon is lethargic and unresponsive then we can

assume that there is a problem - bearded dragons are easy should be easy to alert and can be quick to change mood for example if the bearded dragon is unhappy, the scales on its neck can turn black as a way to threaten & warn off predators - if the animal does not do this when provoked or expected to then something may be wrong.

- Another major sign of ill health is any blood present. Bearded dragons move slowly for most of the time so are unlikely to injure themselves - on the sight of blood check that it is not the blood of the animal's food - live or dead insects. If it is in fact the blood of the bearded dragon - take the animal to see a vet immediately. - This is a major sign of ill health.
- One obvious sign of ill health is a change in the composition of the animal's defaecation. Bearded dragon faeces should be dark brown/black and white - this is waste food and ammonia. If the animal faeces is abnormally liquid or either black or white substance is missing - this indicates that there is a problem/ill health.
- Dramatic loss of appetite may also indicate a problem - ill health/a disease or parasite may cause a change in appetite.

An excellent answer, providing detail on a range of signs of ill health, including behavioural and physical indicators which are specific to the bearded dragon. The learner has used appropriate level 3 terminology throughout and demonstrated a depth of knowledge.

Summary

Based on their performance on this paper, learners should:

- Be clear on the definition of a microorganism
- Ensure any information contained within the question is not provided as part of the answer
- Stay focused in the 8 mark question, ensuring they answer the specific question asked
- Make full use of scribes where appropriate and ensure the work provided is legible

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