

# **L2 Lead Examiner Report 2001**

January 2020

**L2 BTEC Firsts in Animal Care**

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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:

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### Animal Health Unit 1: 21883G

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

## Introduction

This was the ninth series of this exam. All questions were attempted by the learners, with some learners demonstrating a clear ability to apply the knowledge learnt from all areas of the specification. In general learners appear better coached on how to answer explain or describe questions in order to access the merit and distinction marks. Responses from the learners showed good coverage of the unit specification, however there were two areas of the specification which learners did not appear to have a strong understanding of: electrolytes and freeze branding. Both terms are found within the specification and therefore should be familiar to the learners. To add to this, questions on electrolytes have been asked in previous papers, indicating the centres have not been making full use of the published past papers when preparing learners for the exam.

## 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 differentiating the level of learner, as the learners had to provide specific examples of quantitative checks carried out on an animal. In many cases the learners did not appear familiar with the term quantitative, writing only about visual checks.

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 learners were able to apply the knowledge in a range of scenarios, including complex situations where a number of cognitive steps were required.

## 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. The weakest of these questions was 3, where learners had to identify 2 notifiable diseases.

### Question 6

In order to access the two marks for question 6 learners were required to state two types of mite. Despite a similar question being asked in a previous paper many learners provided incorrect answers (tick / flea). Where correct answers were provided red mites and ear mites were most commonly seen.

6 State **two** types of mite.

1 red mite

2 ear mite

**(Total for Question 6 = 2 marks)**

**2 Marks awarded:** Two correct responses.

### 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.

7 State **one** disease that a cat can be vaccinated against.

rabies

(Total for Question 7 = 1 mark)

**1 mark awarded:** One correct disease identified.

### Question 8

This was a 2 mark question. Learners were expected to state two symptoms that would indicate unhealthy eyes in a bearded dragon. 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 eye.

**2 Marks awarded:** Two correct answers provided.

8 State **two** symptoms that would indicate unhealthy eyes in a bearded dragon.

1 Pussing.

2 If they are half closed

(Total for Question 8 = 2 marks)

**2 Marks awarded:** Two correct answers provided.

### Question 9

This was a two mark question where learners were asked to state two conditions that could cause a cat to be under weight and bloated. Most learners were able to access at least one of the two available marks. Where learners lost marks it was through vague responses such as "ill health" or "sick". There were also some learners who had confused ringworm with tapeworm

- 9 Fiona works in a cattery. She notices that one of the cats is underweight but appears bloated.

State **two** conditions that could cause these symptoms.

- 1 cat could be pregnant.
- 2 cat might be unwell.

(Total for Question 9 = 2 marks)

**1 mark awarded:** Pregnant (1). The second answer was too vague to be awarded any marks.

- 9 Fiona works in a cattery. She notices that one of the cats is underweight but appears bloated.

State **two** conditions that could cause these symptoms.

- 1 Tapeworm
- 2 Roundworm

(Total for Question 9 = 2 marks)

**2 marks awarded:** Two correct responses

### Question 10

This question expected learners to apply knowledge of ill health, specifically in relation to faeces. An example, diarrhoea was given, meaning this answer could not be provided by the learners. Unfortunate some learners repeated this answer and therefore lost one of the available marks, however most learners were able to access both of the marks. The other way learners lost marks was to provide answers on signs of ill health not relating to faeces as a result of them not reading the question carefully.

10 Diarrhoea is a sign of ill health in cats.

State **two** other ways faeces can indicate ill health.

1 Appearance of worms

2 blood in faeces.

(Total for Question 10 = 2 marks)

**2 marks awarded:** Two correct responses.

10 Diarrhoea is a sign of ill health in cats.

State **two** other ways faeces can indicate ill health.

1 Throwing up

2 sleeping

(Total for Question 10 = 2 marks)

**0 marks awarded:** The learner has provided examples of ill health which are not related to faeces.



## Question 11

To gain the marks for this question learners were asked to describe the appearance of healthy hooves in goats. A variety of answers were seen including those describing the cloven hooves and those describing signs of health, both of which were rewardable. However answers which offered 'clean' or 'not dirty' were not awarded marks.

11 Describe the appearance of healthy hooves in goats.

- not overgrown, with equal hooves parts that are neat and clipped.
- no debris in between hooves, clean <sup>with</sup> and no sign of foot and mouth blisters

(Total for Question 11 = 2 marks)

**2 Marks awarded:** The learner has provided variety of answers, however the rewardable answers were: not overgrown (1), equal length (1)

## Question 12

This explain question was worth two marks. To obtain marks learners had to apply their knowledge of methods of identifying animals. Despite the term being in the specification learners struggled to answer the question. Many learners repeated the question by stating it allowed the animal to be identified which resulted in no marks being awarded. Some learners were able to access marks by stating that the mark was unique to the animal but most learners did not access any of the marks for this question.

12 Explain how a freeze brand allows an animal to be identified.

they freeze a <sup>which is permanent</sup> number onto the animal  
so they can be identified when in sight.

(Total for Question 12 = 2 marks)

**2 Marks awarded:** Permanent mark (1) frozen into hair (1)

**Question 13**

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

**Question 14**

This was a two mark question that required learners to state symptoms of fleas in cats. This question was well answered with most learners achieving both of the marks.

**14** State **two** symptoms of fleas in cats.

1 scratching

2 bald patches.

**(Total for Question 14 = 2 marks)**

**2 Marks awarded:** Two correct responses

### Question 15

For one mark learners were asked to state one parasite that uses an anaesthetic to numb the host. This question was generally well answered with tick being the most common answer seen.

15 State the parasite that uses a mild anaesthetic to numb the host while attaching.

~~20~~ A tick

(Total for Question 15 = 1 mark)

**1 Mark awarded:** One correct answer provided

### Question 16

Learners were required to explain one reason why keeping an animal in quarantine prevents the spread of disease. While learners appeared to have a good grasp of the role of quarantine many were unable to access both marks as they repeated the question 'separates animals to stop the spread of disease'

16 Explain **one** reason why keeping an animal in quarantine prevents the spread of disease.

Quarantining the animal stops them ~~for~~ from directly spreading the disease through skin contact or ~~a~~ ~~or~~ another animal coming into contact with their faeces, meaning no other animals catch it.

(Total for Question 16 = 2 marks)

**2 Marks awarded:** Prevents direct contact (1) or spread through faeces (1)

**Question 17a**

In order to achieve these two marks learners had to describe what is meant by the term electrolyte. This was another question where learners struggled to access the marks. Many appeared to be unfamiliar with term and provided a range of incorrect answers including a disease, a vaccine and a type of mite.

17 (a) Describe what is meant by the term 'electrolyte'

an electrolyte is a mixture of <sup>(2)</sup> ~~essential~~ salts and sugars meant to boost energy and return vital nutrients to the body

**2 Marks awarded:** Salt mixture (1) to return vital nutrients (1)

**Question 17b**

This was a two mark explain question where learners had to explain why electrolytes would be given to an animal. This question performed better than part a, with many learners able to make reference to providing energy or aiding recovery.

(b) Explain **one** reason why electrolytes would be given to an animal.

if they are loose a lot of essential minerals through ~~diarrhoea~~ diarrhoea or vomiting it allows them gain them back and also helps them flush out the disease, <sup>(2)</sup>

**(Total for Question 17 = 4 marks)**

**2 Marks awarded:** replace fluids (1) lost through vomiting (1)

**Question 18a**

This is a higher-level question, requiring the application of knowledge regarding the symptoms of ringworm and then the necessary actions to be carried out. Most learners were able to access two of the marks. Many learners were able to recognise the symptoms as those caused by ringworm and state appropriate actions.

**18** Matthew is working as an animal care assistant in a rescue centre and has noticed circular lesions on a dog's skin.

(a) Explain **two** actions he should carry out.

(4)

1. Circular lesions imply ringworm. Matthew should isolate the animal to prevent spread as ringworm is zoonotic, as its zoonotic he should wear PPE.
2. He should treat the dog with fungal creams followed with ~~antibiotics~~ antworming medication and antibiotics for secondary infections.

**4 marks awarded:** Explanation 1: Ringworm identified (1) antifungal treatment  
Explanation 2: isolate animals (1) as contagious

**Question 18b**

In keeping in line with the weighing question, question 18b required learners to explain two outcomes if the condition described in the stem is not treated. Even those learners who had been unable to recognise the condition as ringworm were able to access marks by stating the condition deteriorates or spreads to other animals. Many of the learners were able to access the marks associated with the explanations.

(b) Explain **two** outcomes that can occur if the condition is not treated.

(4)

- 1 The circular lesions could become open wounds from scratching and a secondary infection could ultimately occur causing other issues to the dog and potential death.
- 2 If not treated it could be passed to other animals and, or humans as ringworm is zoonotic, which ~~is~~ ~~along~~ with the ~~deterioration~~ death.

**(Total for Question 18 = 8 marks)**

**4 Marks awarded:** Explanation 1: Condition deteriorates (1) and secondary infection occurs (1)

Explanation 2: People become infected (1) as disease is zoonotic

**Question 19**

This was a four mark question where learners were asked to explain two features of fleas which make them successful parasites. This question was well answered with learners demonstrating a sound knowledge of the parasite. Many of the learners were able to access the full four marks for this question. A range of answers were seen including answers relating to the fleas legs, mouth, reproductive cycle and extending abdomen.

**19** Explain **two** features of fleas that make them successful parasites.

1 The special adapted legs for jumping, allows the flea to easily hop from one host to another.

2 Specially adapted mouth parts to enable the flea to easily access the host blood supply.

(Total for Question 19 = 4 marks)

**4 Marks awarded:** Two features identified and suitable explanations provided.



## Question 20

Learners were asked to discuss the quantitative checks carried out on an animal. Both the stem and the question use the term quantitative and the question also asks what the measurements would tell them. Despite all the references pointing towards quantitative checks a significant number of learners missed these clues and focused solely on the visual health checks and as a result could not access more than band 1. However where learners were clear on the question there was some very detailed answers provided, including ones with comprehensive discussion of several suitable check and answers containing technical medical terms.

20 You work at a veterinary practice as an animal care assistant. You have been asked to carry out quantitative checks to assess the health of a dog.

weight, temperature, egg count, heart rate, respiratory rate.  
Discuss the quantitative checks you would carry out and what these measurements would tell you about the health of the dog.

All quantitative checks need to be recorded in the dog's record book. It's better to do these checks when the dog is at rest.

The dog would need to be weighed. Before the dog is put onto the scales the scales need to be ~~zeroed~~ zeroed in order to provide an accurate result. ~~Once~~ Once the dog is stood still on the scales, the weight can then be read and recorded. ~~When~~ The dog's weight should then be compared to a weight chart depending on its breed. If it is overweight then it would score above a 6 as 5 is an ideal weight and if was below a 4 then it would be underweight. If it is over or under weight this means that the dog is unhealthy and tests for a medical condition need to be done. If the dog doesn't have a condition, a diet change is necessary.  
The temperature of the dog needs to be taken using a digital thermometer. The thermometer needs to be zeroed, sterilised and lubricated. The thermometer then needs to be put into the dog's anus at an angle and be held there until the thermometer beeps. The dog's body temperature should be around 37°C so if it is too low it could have hypothermia and if it's too high it could ~~be~~ have hyperthermia. Both of these conditions are dangerous and need immediate treatment. If the dog's temperature is around 37°C then it's at a healthy temperature.

The dog will need to have a sample of its faeces taken for an egg count. An egg count checks for worms or other parasites in the dog's faeces. An egg count should be ~~done~~ done every 3-6 months. If worms or parasites are present in the faeces then a tablet needs to be given to the dog to kill the worms.

The heart rate of the dog needs to be checked. A pulse can be found where an artery runs close to the skin, for example the groin. ~~the~~ Once a strong pulse is found, the beats per minute need to be counted. The pulse shouldn't be taken by the thumb as the human ~~pulse~~ <sup>thumb</sup> has a pulse of its own so this could be confused and give inaccurate readings. If the dog's pulse is too high (tachycardia) or too low (bradycardia) then it means that the dog is unhealthy <sup>or stressed</sup> and other health checks need to be done.

The respiratory rate of the dog also needs to be checked. It can be tested by counting how many times the chest rises in a minute. It's measured in breaths per minute (BPM). If the dog is breathing too quickly (tachypnoea) or too slowly (bradypnoea) then the dog could be stressed or unwell, so needs further checks.

(Total for Question 20 = 8 marks)

### 8 Marks awarded

The learner has provided a comprehensive answer, discussing in detail how to carry out relevant quantitative checks and what these checks may indicate about the animal. The answer has a logical flow and contains appropriate terminology.



20 You work at a veterinary practice as an animal care assistant. You have been asked to carry out quantitative checks to assess the health of a dog.

Discuss the quantitative checks you would carry out and what these measurements would tell you about the health of the dog.

(8)

First I would make sure all the equipment and the bed has been cleaned since the last appointment so no diseases get spread to other animals.

I would then make sure I look after my own PPE and wash my hands and wear gloves so that I don't catch any diseases.

I would then check the dog I would check its ears to see if they were clean and have no mites or wax in them and if they did I would clean them and show the owner how to clean them and give the dog

a tablet for the ear mites which should be taken daily.

I would also check the dogs weight and make sure its a 3 on the scale but not a 5 as it will be over weight and will need to be put on a diet and not a 1 as it will be underweight.

I will also ~~to~~ ask the owner if its preventing the dog from catching fleas and other diseases and if ~~its~~ they ~~not~~ want give them treatment to prevent it.

I will also ask the owner if they think there is any problems and if there are check them.

(Total for Question 20 = 8 marks)

### 2 marks awarded

While this learner has described carrying out a health check they have focused on the visual health check rather than the quantitative one and therefore have not answered the question set.

## Summary

Based on their performance on this paper, learners should:

Have full knowledge of all terminology within the specification.

Ensure they read the question carefully, answering the question asked and ensuring any information contained within the question is not repeated as part of the answer.

Stay focused in the 8 mark question, ensuring they answer the specific question asked.

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