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Examiners' Report/  
Lead Examiner Feedback

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BTEC Level 3 Nationals in Animal  
Management  
Unit 3: Animal Welfare and Ethics (31646H)



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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, Distinction, Merit, Pass and Near 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 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 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 test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

## Unit 3 Animal Welfare and Ethics 31646H.

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	16	24	32	41

## Introduction

This was the second series of the new specification for Animal Management, and as such, the second time that this mandatory unit has been assessed via an external assessment rather than via centre based internal assessment.

The task paper followed the format identified in the both the sample assessment material, the additional sample assessment materials and the 1706 past paper published on the Pearson website.

The paper had four activities. Each task was based on an area of the specification. Learners were required to demonstrate knowledge and understanding of a range of specification topics and to apply this knowledge to the specific task scenarios. The intention was to offer as broad coverage as possible for all areas of the unit content. Activities had varying weightings attached to them and these weighting were consistent with the sample assessment materials and the 1706 paper.

There was also a focus on the use of suitable technical and vocational language and terminology within each activity response.

## Introduction to the Overall Performance of the Unit

The overall performance of the paper and standard of the work produced was good and most of the activities performed as were expected, the activities allowed for good differentiation between pass, merit and distinction candidates.

# Individual Activities

## Activity 1

In this activity learners have been asked to review the information provided in the stimulus material booklet and conduct an appraisal of animal welfare. Within this they are asked to identify the welfare issues of the animals detailed in the stimulus material making relevant links to animal welfare legislation.

This activity provides an opportunity for learners to apply their knowledge and skills of animal welfare, care, husbandry, licensing requirements and legislation to the scenario. It is due to the application nature of this activity that led to on average good marks being achieved in this activity.

A number of learners detailed many of the welfare issues with the scenario but failed to link these to any relevant legislation or licensing.

## **5 marks awarded**

Bedlington City farm have several issues that need to be addressed such as lack of shelter for the majority of the animals not enough room required for animals and lack of health care.

The first issue rated on it's urgency is the health care for the animals. There is a lack of treatment for animals that require it such as the Shetland ponies that has a cut on it's leg ~~they~~ this should be taken care of before the wound gets infected. One of the sheep is limping and should be taken to the vets for diagnosis on reasons why. One of the geese is lethargic and not eating, I recommend the vet to be called so tests may help find out why it is acting in this ~~way~~ <sup>way</sup>. Two of the rabbits have been fighting and are showing wounds on their backs. I suggest these two are to be separated and given time for their wounds to heal. One of the guinea pigs has been displaying aggression towards people that are

trying to handle him I recommend he be moved from the interactive room.

The second issue is the lack of shelter for the animals. Each animal should receive shelter if they are in an outdoors ~~enclosure~~ <sup>enclosure</sup>. These shelters provide relief from the weather in all cases such as rain, wind, snow and heat waves. The ~~rears~~ <sup>rheas</sup> require specific three sided enclosures with a roof, bedding, hay or straw. The capybaras require large grazing area, a pool of water for bathing and wading and shaded area.

The last issue is the animals do not have ~~adeq~~ <sup>adequate</sup> space for the amount of animals inside of their enclosures. Sheep require at least one acre for three sheep so the fact that two sheep have less space than two pigs is not acceptable.

The learner has identified a good number of the welfare issues within the stimulus material. In addition to this they have scaled and ranked these welfare issues showing an understanding of their impact upon the animals. However, the failure to link these issues to any relevant legislation has limited the marks that this response could be awarded. For example many of the issues identified link to the Animal Welfare Act and the five animal needs within this. For example the response has identified that the sheep do not have enough space but doesn't go on to say and this doesn't meet the need to behave normally. The learner has also identified that the Capybara's have no water but again failed to link this to the Zoo Licensing Act. Had this response made these links throughout the issues identified, it would have been awarded a significantly higher mark pushing it up to a band 3 or band 4 response.

The health and welfare of the animals should be able to be judged by the Beddington City farm health diary. However, ~~only~~ out of the 12 animals that are in the diary, only 1 treatment has been recorded. This is legally wrong because the farm has to be able to show records of the care given to the animals. Not only for the authorities to know. For the members of staff to know so everyone knows what needs to be done. The 1 treatment that has been recorded was the mite treatment given to Pogo the guinea pig. This does not seem appropriate because Pogo may not be happy being handled because he had a bad experience in the past, or isn't being handled correctly. Not because he may have mites. ~~if~~ This may mean they have made the animal suffer unnecessarily which is breaking the

animal welfare act 2006, which states the animal must be free from pain and suffering. This ~~is~~ could lead to consequences such as a fine or a ban if situations like this occur frequently. In the rabbits, Sooby and Sweep are seen to be fighting for 4 days. Causing harm to each other. The only thing that has been recorded to improve this is checking their teeth. This is inappropriate because the animals should have been separated immediately for the sake of their healths. This also breaks the Animal welfare act because they are again not being protected from pain and suffering. It is also ethically wrong for animals to suffer for long periods of time. This is because the guinea pigs can not do anything about it but the staff can.

From the Beddington layout I can see the ducks enclosure ~~is~~ has corners in it. When ducks panic they tend to all run into the corners and as a result crush each other. Therefore this is a poor cage design that needs to be improved. However, a good thing is that (Total for Activity 1 = 20 marks) 19



The ducks are provided with a pond. This is important for the animals mental wellbeing. It also may be risky ~~for~~ to use chicken wire fencing ~~to~~ around the ducks because they may get their feet or there wings struck in the ~~wire~~ wiring.

It also states in the dairy routine that "All animals turned out into outdoor paddocks." However the rabbits and the guinea pigs ~~have~~ are seen to only have indoor spaces. This isn't providing a suitable environment and therefore is not following the animal welfare act.

An example of something unethical on the farm is that the ~~etc~~ chickens, donkeys, geese, capybaras, pigs and ~~heads~~ are all missing a shelter to protect them from the elements when the weather becomes poor while they're outside. This isn't providing the animals with a suitable environment which is breaching the animal care acts regulations towards housing animals. So this needs to be improved.

The zoo licensing act is important as it allows the Council to know what animals are going to be shown ~~to~~ to the public and how they are going to be kept. This is stated in the Burghdale Council Guidelines for Animal Collections.

Capybaras need lots of space to move around and from the layout I wouldn't find the enclosure a big enough size for the animal. This may cause the capybara to show ~~to~~ abnormal behaviours such as pacing due to boredom and stress. This is a poor example of animal welfare.

From the layout you can see that only 2 sheep are kept by the farm. However you can see by the schedule that these sheep are made to run at 11am, 1.15pm and 3pm daily. This is exhausting for the sheep and unethical. You can see from the animal health diary that Toby the sheep had been limping 4 days in a row. Nothing is seen to be done about it because none of the treatment

Sections are filled out. This could mean potentially  
Moby has raced 5 times a day for 4 days  
with a bad leg. Animal welfare like this  
would not be tolerated by the  
authorities and could lead to a ban on  
keeping these animals. This is a deontological  
way of thinking because they are not thinking  
about all the consequences of racing an animal  
that is injured.

The learner has correctly outlined the appropriate legislation and applied this to the welfare issues identified in the stimulus material booklet, and as a result of this they have gained almost all of the 20 marks available for this activity. In this response they have identified that a guinea pig is showing signs of distress when being handled and that this may have caused suffering. They have then gone on to link this to the animal welfare act and specifically the need to be free of pain and suffering. These links have then continued throughout the response showing a thorough understanding of how the legislation links to the welfare of the animals in the stimulus material. The learner has also correctly established that a Zoo license would be required based on the species in the stimulus and again made links between the welfare and the zoo license.

### Activity 1 – Appraisal report

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Appraisal of animal welfare issues/factors based on information provided	<b>0</b>	<b>1-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>
	No rewardable material	<ul style="list-style-type: none"> <li>• Generic statements or isolated elements of knowledge and understanding</li> <li>• Welfare issues/factors identified link to some of the welfare needs and are supported by occasionally relevant examples.</li> <li>• Limited lines of reasoning evident in support of the welfare issues/factors identified which address either strengths or weaknesses</li> <li>• A limited attempt to link issues/factors to relevant welfare legislation/policy</li> <li>• A limited approach to scaling/ranking the issues/factors in terms of their impact is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates generally accurate knowledge and understanding</li> <li>• Welfare issues/factors identified link to all welfare needs supported by a few relevant examples.</li> <li>• Occasional lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses although there may be some imbalance</li> <li>• Partially developed linkage of issues/factors to relevant welfare legislation/policy</li> <li>• An adequate approach to scaling/ranking the issues/factors in terms of their impact is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding</li> <li>• Welfare issues/factors identified link to all welfare needs supported by some relevant examples.</li> <li>• Lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses with a reasonable balance</li> <li>• Developed linkage of issues/factors to relevant welfare legislation/policy</li> <li>• An effective approach to scaling/ranking the issues/factors in terms of their impact is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding</li> <li>• Welfare issues/factors identified clearly link to all welfare needs through the sustained use of relevant examples.</li> <li>• Comprehensive lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses in a balanced way</li> <li>• Comprehensive linkage of issues/factors to relevant welfare legislation/policy</li> <li>• A comprehensive approach to scaling/ranking the issues/factors in terms of their impact is evident.</li> </ul>

## Activity 2

This activity asked learners to identify to what extent was the information provided in the stimulus materials useful and what additional information would have allowed them to complete a more comprehensive appraisal. This activity did not perform as expected with many of the learners not actually answering this activity correctly as was the case in the July series. Very few learners actually addressed the issue 'to what extent was the information provided useful.' Where they did answer the question they tended to simply state what additional information would have been required for a more comprehensive appraisal to be completed, rather than indicating the usefulness of the information provided in the stimulus material booklet and then moving on from this, listing other information that would have assisted the welfare appraisal. However, where learners followed the instruction 'to what extent' regardless of how well they had performed on the previous activity, very good scores were achieved.

### 0 mark awarded

**Activity 2**

To what extent does the information provided allow for a comprehensive welfare appraisal to be conducted? In your answer you must make reference to additional information that will be needed in order to complete a comprehensive welfare appraisal. (10)

The information provided helps allow a comprehensive welfare appraisal be conducted as it provides animal needs. Although Bedlington City farm do meet some animals needs, there are ~~also~~ improvements they could make. This could be made by following their welfare needs. for example, the staff note an check and note the animals health down however, if something is wrong, they hardly give treatment. On 28th August, the ~~ek~~chickens had red mite and yet was not given any mite treatment.

The ponies may not be able to express normal behaviour and may feel uncomfortable as they do not have a suitable environment. They are kept right next to the children's play area which will be very noisy from the children and the tractors therefore, the ponies may ~~not~~ feel stressed. Moreover, people are allowed to handle baby chicks which ~~eat~~ could cause discomfort as they should really be with their mother and not being passed round in a noisy room. This impacts mental wellbeing. (Total for Activity 2 = 10 marks) 0

The learner responses has scored no marks as it totally fails to address the question and simply continues on from activity 1, identifying welfare issues, however in this case a few additional marks were achieved for activity 1 and these were awarded accordingly. Unfortunately many learners failed to address this activity correctly and were ultimately awarded either no marks or very low marks for this activity.

## 10 marks awarded

### Activity 2

To what extent does the information provided allow for a comprehensive welfare appraisal to be conducted? In your answer you must make reference to additional information that will be needed in order to complete a comprehensive welfare appraisal.

(10)

From the information given I am not able to conduct a comprehensive welfare appraisal due to the additional information that would be needed.

Bedlington City Farms good information provided consists of: the layout, daily routine and health diary. This is because it allows me to determine whether accommodation is suitable, see how space is used, conclude whether animals are being fed and watered appropriately and whether the animals are being administered the medical help that is necessary.

However in order to create a comprehensive appraisal I would need a dietary list and schedule of all species on the farm to see whether diet is suitable and animals are being fed what they need. I would also need to see the farms zoo licence to keep the capybaras and Rheas in order to check legalities.

(Total for Activity 2 = 10 marks) 10

This learner response is a clear demonstration of a detailed and comprehensive evaluation of the suitability of the information provided. This response has achieved all of the 10 marks available for this activity; the learner has clearly discussed the usefulness of the information that had been provided in the stimulus material. The learner has then gone on from this to outline what additional information would enhance the appraisal. Then following on from this, they have given clear evidence of reasoning to support the evaluation and the additional information provided. Such as stating they would need dietary information in order to establish that animals are being provided with a suitable diet.

### Activity 2 – Evaluation of evidence provided

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Additional information necessary to complete the appraisal	<b>0</b>	<b>1-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-10</b>
	No rewardable material	<ul style="list-style-type: none"> <li>• A limited evaluation of the suitability of the information</li> <li>• Additional information identified is of limited relevance and would only partially improve the appraisal</li> <li>• Limited lines of reasoning evident in support of either the evaluation or additional information</li> </ul>	<ul style="list-style-type: none"> <li>• A partially developed evaluation of the suitability of the information</li> <li>• Additional information identified is generally relevant and would adequately improve the appraisal</li> <li>• Occasional lines of reasoning evident in support of both the evaluation and additional information</li> </ul>	<ul style="list-style-type: none"> <li>• A developed evaluation of the suitability of the information</li> <li>• Additional information identified is relevant and would effectively improve the appraisal</li> <li>• Lines of reasoning mostly evident in support of both the evaluation and additional information</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive evaluation of the suitability of the information</li> <li>• Additional information identified is consistently relevant and would considerably improve the appraisal</li> <li>• Comprehensive lines of reasoning evident in support of both the evaluation and additional information</li> </ul>

### Activity 3

Activity 3 is closely linked to activity 1 and learners were asked to produce an action plan of the issues identified in activity 1. However, as seen in the previous series many learners identified new issues here and when this occurred they were credited additional marks to activity 1 for this material. A large number of learners did not apply and priority or realistic timescales to their action plan and as a result, this has limited their marks as the marking traits for this activity requires this to achieve band 2 and above.

### 0 mark awarded

#### Activity 3

Produce an action plan for Bedlington City Farm to address the issues identified in your welfare appraisal. Your action plan must include:

- actions required by the farm management team
- reasons for the actions
- timescales for the actions to be completed.

(10)

The first job is to make sure that all animals are fed before the public arrives from 9.00am - 10.00am <sup>every day</sup>. This is to make sure that when the public go visit the animals, the animals don't eat from their food as their certain food that the animals can't have. After all the feeds are done the second is to change all their bedding <sup>from</sup> 10.00am - 11am everyday so that whilst the animals are eating you can change the bedding without getting attacked and it is to make sure the animals are comfortable and hygienic. The third job is then to check health checks on all the animals and report to farm management daily. Once health checks are done brush the pens everyday so that no rats knots get caught this is to make sure they are hygienic.

The above activity scored 0 marks of the 10 available as the learner had produced a daily routine rather than an action plan. When preparing learners for this activity it may be useful for centre's to use the sample marked learner work from the website and to complete a lesson showing learners what is included within an action plan. Learners need to understand that the action needs to state:-

What the problem is, what can be done to remedy it and a timeframe for the action to be completed / the urgency of the action

## 2 marks awarded

### Activity 3

Produce an action plan for Bedlingham City Farm to address the issues identified in your welfare appraisal. Your action plan must include:

- actions required by the farm management team
- reasons for the actions
- timescales for the actions to be completed.

(10)

The daily health checks clearly need to be in much more detail - instead of putting "all fine" put bright eyes, even coverage of fur/feathers, no lumps or bumps, no noticeable discharge etc this also if the animals are ill say if they have been taken to the vets and if they have been prescribed prescribed medication say what it is and how many times daily it needs to be given/how much is to be given. The farm needs to write on the diagrams how big the enclosures are so people inspecting it will know if they are suitable for the animal or not. Finally the farm should invest in electric fencing as it will keep the animals from escaping and predators getting in and it also will stop people from climbing over the enclosures and stealing your animals. All of these points need to be done as soon as possible.

The above learner response only scored 2 of the 10 marks available as although the learner has identified a number of issues and stated the action that needs to be taken they have failed to discuss any timescales for the actions. This limits the marks to band 1 as in order to receive a mark higher up the marking bands learners need to adequately apply realistic timescales to their actions.



## 10 marks awarded

### Activity 3

Produce an action plan for Bedlingham City Farm to address the issues identified in your welfare appraisal. Your action plan must include:

- actions required by the farm management team
- reasons for the actions
- timescales for the actions to be completed.

Key:  
Red actions: most immediate  
Yellow actions: recommended  
and required but not immediately.  
(10)

A red action is that they need to move the animals away from low areas as this may cause extreme anxiety issues and weight loss. This is important in order to maintain the animal welfare and needs to be completed within the next two weeks.

Another red action that needs to be completed is that the smaller animals have chicken wire fencing which they could easily fit through a chew to escape. Wooden fencing should be provided and this will also help with the protection from wind. This should be completed within the next two weeks.

Another red target is that they should make sure that Toby gets treatment as it could be forgotten about and it should be payed attention to right away to prevent suffering. A vet should be called to view Toby. This needs to be completed within the next 48 hours.

(Total for Activity 3 = 10 marks) 10

The learner has been awarded all of the marks available. The learner has demonstrated a clear understanding of priorities and timescales.

In addition to suggesting realistic timescales to the suggested actions plan within this plan, the learners has also ranked the actions as being red or yellow based on their level of importance. This fits into the marking trait in band 4 for this activity. 'Comprehensively applies realistic timescales to the actions.'

### Activity 3 – Action plan in response to issues identified

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Action plan in response to welfare factors/issues identified	<b>0</b>	<b>1-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-10</b>
	No rewardable material	<ul style="list-style-type: none"> <li>Suggested actions are limited in terms of addressing the issues/factors identified</li> <li>Limited lines of reasoning evident in support of the actions</li> <li>Actions are listed without an attempt to prioritise</li> <li>Limited attempt to apply realistic timescales to the actions</li> </ul>	<ul style="list-style-type: none"> <li>Suggested actions are adequate in terms of addressing the issues/factors identified</li> <li>Occasional lines of reasoning evident in support of the actions</li> <li>Actions are listed with an attempt to prioritise</li> <li>Adequately applies realistic timescales to the actions</li> </ul>	<ul style="list-style-type: none"> <li>Suggested actions are good in terms of addressing the issues/factors identified</li> <li>Lines of reasoning evident in support of the actions</li> <li>Effectively prioritises most actions identified</li> <li>Effectively applies realistic timescales to the actions</li> </ul>	<ul style="list-style-type: none"> <li>Suggested actions are comprehensive in terms of addressing the issues/factors identified</li> <li>Comprehensive lines of reasoning evident in support of the actions</li> <li>Comprehensively prioritises all actions identified</li> <li>Comprehensively applies realistic timescales to the actions</li> </ul>

## Activity 4

In this activity learners have been given an additional scenario, they are to use their knowledge and understanding of the ethical issues outlined in the specification and apply this to the stated scenario, in this case veterinary intervention.

Many learners simply outlined the ethical theories without any application to the scenario. While a number of learners addressed the scenario with little or no reference to any ethical theories.

### 1 mark awarded

#### Activity 4

Veterinary intervention and treatment are widely available for animals. There are many factors that affect an owner's decision to access these services.

Discuss the ethical issues of the scenario as in, 'Whether or not to seek veterinary intervention and treatment for animals'.

(20)

The ethical issues of whether or not to seek veterinary intervention and treatment for animals depends on how ~~serious~~ serious the animal is injured. If the animal is showing signs that it is unwell or showing abnormal behaviours then the animal should be checked up by either an experienced veterinarian or for less worrying signs get the owner of the animal to check it up. If the owner thinks that there is something more serious ~~then~~ to the animal then he/she should seek veterinary treatment immediately. This also goes towards the animal welfare act, 'Freedom from pain, injury ~~and~~ or disease'. If the owner of the animal doesn't seek veterinary treatment immediately ~~then~~ when the animal is clearly in pain and showing signs of ~~pain~~ pain and discomfort then that will be going against the animal welfare acts, 'Freedom from pain, injury or disease', and 'freedom from discomfort'.

This learner response only achieved 1 mark as the learner did not discuss any of the ethical theories or issues in the scenario. In the marking grid for this activity for band 1 the traits include generic statements or isolated knowledge and understanding, only one viewpoint considered, lines of reasoning are unsupported, a lack of structure and superficial discussion with a lack of evidence. These are all characteristic of the above response

## 18 marks awarded

### Activity 4

Veterinary intervention and treatment are widely available for animals. There are many factors that affect an owner's decision to access these services.

Discuss the ethical issues of the scenario as in, 'Whether or not to seek veterinary intervention and treatment for animals.'

(20)

There are many ethical issues with veterinary treatment for animals. You should always seek veterinary attention if you notice a change within your animal's behaviour or their movement for example. If the medical issue is quite minor and they only need medication for a short period of time, then seeking veterinary treatment can be very beneficial as it puts the animal out of pain and helps them return back to full health. However, there are ethical issues with getting treatment for your animal if they are seriously ill and will always be in some form of discomfort/pain. Also some people may believe that medication shouldn't be used as it isn't natural and they should be treated with their illness/injury naturally. Consequentialism is an act that is judged by consequence or outcome, the best outcome should always be brought out by our actions. This would mean that if an animal would benefit from treatment, the treatment should only be done if it will result in the best

they would see this as their duty, they would only seek medical treatment if it would cause no further pain however, ~~if~~ if it didn't they would come to the conclusion of euthanising their animal to stop the pain. Deontology believe that principles or rights matter more than getting the right consequence. They disagree with consequentialists. This would mean that they wouldn't euthanise an animal just because treatment may not work as it should be the animal's right to choose so they would allow them to die naturally despite the pain and suffering they may be in. Animal rights believe that is no reason to deny animals the same right as humans, they see animals as being kept for human gain. They would believe that animals should be able to decide if they want veterinary treatment or not however, as they are unable to do so, they would just let nature take its course and allow an animal to heal naturally if it can. Environmental look at the relationship between humans and animals. They would believe that humans affect the way animals will live so they would agree with seeking treatment for an ill/sick animal. Human centered are concerned how our actions will affect future generations such as global warming. so we may affect generations by using up too many resources and medication for the treatment of may not be as easy as major ingredients may be very low. Environment centered consider moral obligations humans have concerning the environment so they would again think that medical treatment may not be necessary as it would be affected by human activity.

Sentience centered believe that animals feel pain and pleasure, they feel positive and negative experiences. They have a concern how humans can affect their harm. Instead of euthanising animals they should give it time to heal or be dealt with naturally so humans aren't affecting their harm. Hinduism ~~is~~ is a religion that believes animals should be cared and respected for the same way as humans. so if they are sick/injured they should have treatment like humans would to put them out of any pain. Christianity believe that animals were created for human use and therefore, if the owner of the animal doesn't want it to have treatment, then it wouldn't.

outcome such as returning back to full health in a short period of time. Utilitarians are consequentialists which believe that ethically, welfare matters and all costs and benefits should be ~~great~~ considered to determine whether the actions are morally acceptable. They would think that an animal needing treatment should only be carried out if it's going to be entirely beneficial and cause no further pain or discomfort. If an animal was severely ill and treatment wouldn't work for long or it wasn't guaranteed to work at all a utilitarian would most nicely come to the decision to have it euthanised as it would be the best possible outcome for that animal. Contractarians believe moral ethics is a form of a contract. They would think about the duties they have signed up to do such as caring for the animals and preventing them from pain and injury. As

**(Total for Activity 4 = 20 marks) 18**

This learner response has scored 18 of the 20 marks available for this activity as it has demonstrated good knowledge and understanding of the ethical theories which have been applied to the stated scenario.

In the marking grid for this activity in band 4 we are looking for accurate and thorough knowledge which is demonstrated throughout this response, several viewpoints considered which we see within the different ethical theories identified. Comprehensive linkages evidenced which we see with the links between the ethical theories and the scenario, it is a clear and logical and has comprehensive discussion all of this making this a band 4 response.



**Activity 4 – Ethical issues**

<b>Assessment focus</b>	<b>Band 0</b>	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>
Exploration /discussion of ethical issues on basis of information provided	<b>0</b> No rewardable material	<b>1-5</b> <ul style="list-style-type: none"> <li>• Generic statements or isolated elements of knowledge and understanding, with many irrelevant issues</li> <li>• Only one viewpoint is considered</li> <li>• Lines of reasoning are unsupported or unclear, with serious logical flaws in the arguments put forward</li> <li>• There is a lack of structure to the response with little use of appropriate terminology</li> <li>• Displays a superficial discussion leading a superficial judgement rarely supported through the application of relevant evidence</li> </ul>	<b>6-10</b> <ul style="list-style-type: none"> <li>• Demonstrates generally accurate knowledge and understanding of ethical issues relevant to the scenario with some lapses supported by occasional examples</li> <li>• Two contrasting viewpoints are explored with some consideration of how they are interrelated</li> <li>• Some occasional linkages present so that lines of reasoning are partially supported though following the argument may sometimes be difficult.</li> <li>• There is a clear structure to the response and appropriate terminology is used</li> <li>• Displays a partially developed discussion leading to a judgement occasionally supported through the application of relevant evidence</li> </ul>	<b>11-15</b> <ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of ethical issues relevant to the scenario supported by some examples</li> <li>• Several viewpoints are explored with some consideration of how they are interrelated</li> <li>• Linkages present so that lines of reasoning are supported and clear.</li> <li>• There is an effective structure to the response and consistent terminology is generally used</li> <li>• Displays developed discussion leading to a judgement supported through the application of relevant evidence</li> </ul>	<b>16-20</b> <ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of the ethical issues relevant to the scenario supported by sustained examples</li> <li>• Several viewpoints are explored with sustained consideration of how they are interrelated</li> <li>• Comprehensive linkages evidenced so that lines of reasoning are well supported, clear and concise.</li> <li>• There is a clear and logical structure to the response with thorough use of appropriate terminology</li> <li>• Displays a comprehensive discussion culminating in a judgement that is fully supported throughout by sustained application of relevant evidence</li> </ul>

## Summary

Based on these performances on this paper learners should:

- Identify accurate and appropriate legislation within their response and apply these to the welfare issues that they have identified throughout their appraisal.
- Link their response to both the requirements of the legislation and licensing in addition to the issues found within the stimulus material provided
- Use the numbers of marks awarded as a guide to the depth of the response required and read the question and ensure it is addressed
- Know the different ethical theories and be able to apply them in different scenarios

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with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

