



**May 2018**

**Level 3 National in Animal  
Management Animal Welfare and  
Ethics (31646)**

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### 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 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 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.

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

## Unit 3 Animal Welfare and Ethics.

Grade	Unclassified	N Grade	Level 3		
			P	M	D
Boundary Mark	0	15	24	33	43

## Introduction

This was the third series of the new specification for Animal Management and the second summer paper, and as such, the third 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 and 1801 past papers 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 previous papers.

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

A large number of learners put a 4 digit number in the learner registration box and not their actual learner number, centres are advised to guide learners with this.

A number of learners included their preparatory notes completed in part A with their scripts and centres are reminded these should be retained by the centre as per the assessment rules.

## 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 an average good mark being achieved in this activity.

A number of learners identified felt as a poor construction material as they were thinking of the material felt rather than roofing felt.

A number of learners outlined some welfare issues from the stimulus material but failed to outline the issues arising from these and link them to relevant legislation. Similarly a number of learners have identified legislation but failed to link it to relevant legislation.

In regards to the Animal Welfare Act 2006, there are five 'needs' that must be followed for any invertebrate in England. The first being a suitable environment, this is in relation to whether it has shelter and whether it can go outside or not. The next is a suitable diet, so having a specific diet depending on the species of the animal. The next is if it's able to exhibit normal behaviour patterns, for example, if they are nocturnal, are they housed in that way. The next is the way they're housed, for example away from predators or kept solitary. The final need is to be free from pain and suffering, done by keeping regular health checks.

At Homelands Luxury Cat Hotel,  
four out of these five needs

have been taken care of, the one which needs reviewing is how they are housed.

According to the Boarding establishments act 1983, the license given to a cattery should be dependent on what they have done to follow the five needs (according to the animal welfare act) and how they are protected from disease (quarantine). Although there's a suitable isolation room on the premises, one of the needs aren't followed.

As all the requirements aren't followed, the boarding establishment license should be revoked until the issue is looked at.

4

The above response has identified a range of relevant legislation, but have failed to link these to any welfare issues have no explanation or reasoning. Therefore are not demonstrating knowledge and understanding of how the legislation is applied, the above response has therefore been awarded 4 marks.

In the cattery construction plan it shows that there is a isolation room provided. This is good practice as it follows the animal welfare act 2006 - the need to be protected from pain, suffering, injury and disease. This is because the ill cat is kept away from healthy cats meaning the others are unlikely to catch an illness. The isolation room is also clearly placed away from other pens ~~so~~ so disease is also less likely to spread to other cats through sneezing from looking at the cage accommodation. It seems to be too small. Inside accommodation should



be at least  $0.85\text{m}^2$  and have an even bigger exercise area of  $1.7\text{m}^2$ . But on these cages the indoor and outdoor area seems to be the same size which is not what it should be, and is overall too small (only  $2 \times 1\text{m}$  for ~~entire~~ entire accommodation). The accommodation should also be bigger when multiple cats are being kept together, however the construction plan shows all the cages to be of equal size and so none should have multiple cats in - this is a problem as the office whiteboards shows multiple cats in one (too small) cage. This is a violation of the Animal Welfare Act 2006 - to be housed in suitable environment and the Animal Boarding Establishments Act 1963.

The floors and walls are made out of concrete and brick which

(Total for Activity 1 = 20 marks) 20

is good as they should be as smooth as possible which allows them to be easily cleaned. This follows the need in the Animal Welfare Act 2006 to be protected against pain, suffering, injury and disease. However, I did note the ceiling was not made of easily cleaned materials - this was instead made of felt on the inside and mesh on the outside. These materials are not smooth and easily cleaned which instead violate ~~this act~~ the latter act.

The staff hotel office whiteboards are good as it ensures staff know who is where and what to feed them. This is good for two reasons. One is so they know straight off the board what to feed the animal which follows the Animal Welfare Act 2006 under the need for a suitable diet and also by knowing who is where means a site escape / emergency plan can be conducted and carried out efficiently - the need to be protected from injury. The board also reminds staff to play with the cats. This is good as the cats are less likely to feel lonely and scared and acts as stimulation. This follows the ~~act~~ Animal Welfare Act 2006 also.

In the small animal floor plan it shows a hamster and Carter snake housed next to each other and rats and corn snakes housed next to one another. This is bad practice as rodents are prey to reptiles such as snakes.

Being able to see and hear the rodents might stress the snakes out as they can't get to them. This therefore violates the Animal Welfare Act 2006 under the need to be housed with or apart from others and the need to be protected from pain, suffering and disease.

The admittance form is also not valid. This is because it does not include the date of arrival and expected departure for the animal. This is bad practice as it means animals could stay longer than expected yet the cattery will be able to do nothing about it as they have no proof from the owner as to when it should depart. It also asks for no evidence that the animal is vaccinated and when which could lead to an epidemic if the animals are not. This does not follow the need to be protected from pain, suffering, injury and disease.

The cat cage card however is excellent. It includes health check sheets to ensure that the animal does not become ill during the stay and an emergency contact column in case this does happen. It also has a check list to ensure the cat has been fed (twice a day), what food it should have and a check to make sure the cage has been cleaned (twice a day). This means the animal is unlikely to miss out on a clean or feed which follows the Animal Welfare Act under the need to be protected from pain, suffering, injury and disease.

The above response 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 all of the 20 marks available for this activity.

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 performed as expected with learners correctly answering the question much better than seen in the 1706 and 1801 papers. Learners actually addressed the issue 'to what extent was the information provided useful,' stating what the information provided in the stimulus material booklet allowed them to identify and then moving on from this listing other additional information that would have assisted the welfare appraisal. Generally learners achieved good scores in this activity regardless of how well they had done in activity 1.

(10)

Though the stimulus contains much of the required information, it is also lacking in some areas. The floor plan of the establishment is unclear, as you cannot tell whether each structure is separate and outside, or all together in one building. This is a problem, as if the cattery is made of several separate structures, there is no corridor between the outside and the pens, making an escape more likely. In addition, there is no emergency procedure noted in the stimulus, which leaves uncertainty as to whether there is a procedure in place or not. If there is not one, there is a large legal issue involving HSAWA, the Animal Welfare Act 2006 and Pet Animals Act 1951. To conclude, there are several missing pieces of information that could vastly change the outcome of the report if not included to the stimulus.

(Total for Activity 2 = 10 marks) 2

The above response has scored 2 marks as it states that much of the material was useful for conducting the welfare appraisal it does not state how or why. It also states that the stimulus material is lacking in allowing a comprehensive welfare appraisal to be conducted but again does not expand upon this statement. The remainder of the response is a continuation of activity 1.

The information provided within the Stimulus Material Booklet allows a comprehensive appraisal to be conducted due to it ~~telling~~ <sup>showing</sup> us that the five welfare needs are not covered, therefore meaning that the hotel will not be able to pass licencing. Although there are some parts that are missing.

Stimulus Material Booklet shows that there are layout problems as well as being problems with the cats accomodation, which ~~mea~~ these problems mean that the welfare of the animal will not be ~~acceptable~~ <sup>high as</sup> accomodation is not acceptable. It also shows us the ~~feeding~~ <sup>feeding & requirements</sup> for each cat, structure of small mammal room, the ~~add~~ <sup>admittance</sup> forms and cage care (blank).

Additional information that would be needed to complete a comprehensive appraisal report are: enclosure designs for small mammals (including sizes), where the waste products go, site information (brownfield/greenfield), information about the staff, staff routers, ~~sa~~ health and safety actions and is it all flat or are steps (disability).

(Total for Activity 2 = 10 marks) 8

This response is a clear evaluation of the suitability of the information that has been provided in the stimulus material. This response has achieved 8 of the 10 marks available for this activity, as it has clearly discussed some of the usefulness of the information that has been provided. It has then gone on to outline what additional information would enhance the appraisal giving of reasoning to support the need for additional information.

### 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 papers some 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 of this scored limited mark as the marking traits for this activity requires this to achieve above band 2. The learners that achieved the best marks in this activity tended to draw a table and due to producing the information in this format, they outlined the action, followed by why the action was required and applied a timescale and priority to it.

(10)

In my appraisal I was able to pick some issues for Homelands Luxury cat Hotel I feel that an all round one is more detail because some of it wasn't clear I think that it should be changed immediately so I would say about a day to get it sorted. The second problem was the view of it all there was only a birdseye view which isn't the best of views because everything looks a lot smaller so new plans would probably be best I would say about a week to do it. The last issue was it is called Luxury cat Hotels so why is there a plan saying that you take other animals in as well e.g. Corn snakes Budget Rabbit do you even have a license for small pet boarding that needs to be sorted ASAP. (Animal Boarding act Establishment 1963)

(Total for Activity 3 = 10 marks) 2

The above activity scored 2 marks of the 10 available as the learners had produced stated that the information needed to be updated and licenses be checked. However they have failed to action any actual welfare issues, showing knowledge and understanding of how the welfare needs should be met.



Action: make a quarantine for new animals.

Reason: Diseases from new animals won't spread and allows animals to accommodate to the new setting.

Time frame: 2 months.

Action: Remove the snakes from enclosures next to prey animals, and put in different enclosures away from any prey animals.

Reasons: having prey and predator animals too close to each other can cause stress to the animals and they can injure themselves trying get to or escape from each other.

Timeframe: 5 days.

Action: install a safety corridor.

Reason: prevents animals from escaping.

Timeframe: 1 month.

Action: Employ more staff.

Reasons: to ensure they are enough workers to

(Total for Activity 3 = 10 marks) 10  
see direct report

Activity 3  
Care for all of the animals.  
Timeframe: 3 weeks.

Action: Extend outside area of pens and install a ~~new~~ weather-proof roof.

Reason: To allow more room for the cats to be able to exercise and ~~protect~~ protect them from weather conditions.

Timeframe: 2 months.

Action: Have marked fire exits

Reasons: To maintain the safety of staff and animal.

Timeframe: 1 week.

Action: Provide boarding animals with outside area.  
Reason: To promote natural behaviours and allow for exercise.  
Timeframe: 2 weeks.

The above response has scored all 10 of the available marks as although it has not produced a table as seen by many of the learners. The response has been very well structured throughout with each action having reasons, timescales and priority. Demonstrating another way the information can be presented ensuring that all of the actions are thoroughly addressed demonstrating a clear understanding of priorities and timescales.

### 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>

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 the breeding of pedigree and designer dogs.

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. Similarly a number of learners stated many welfare issues relating to the breeding a pedigree and designer dogs without linking them to any ethical theories.

The breeding, selling and buying of designer <sup>pets</sup> dogs is very unethical. These dogs are purposely bred for looks, which to obtain in the breeding process animals with genetic mutations may be bred together. The selective breeding of animals with the same mutation may lead to interbreeding; interbreeding can cause many issues in these animals causing them to have a low quality of life requiring hospitalization for ailments such as breathing problems or bone diseases. In the breeding process <sup>animal forms</sup> ~~parent~~ animals may be used to gain characteristics from one parent animal; in puppy mills for example animals may be kept selectively for breeding purposes. This excludes them from being able to lead a fulfilling life as they can be shut away at all points with just enough food and water to be able to survive, they may only be able to see the outdoors or the sunlight when they're taken out for breeding purposes or they escape to try and get away from the cruelty being imposed onto them. When buying a pedigree/designer dog without looking into how it's been bred you may be purchasing from a farm

like that. unknowingly helping pay for the facilities for animals would be in.

When buying the pedigree or designer dogs you are systematically oppressing other dogs who may be living what's left of their lives in a kill shelter because you chose to buy a pedigree <sup>pet</sup> dog rather than adopting a pet that will love you ~~well~~ for life.

When you choose to buy dogs for their aesthetic you are blatantly disregarding them as living self aware beings and you are treating them as an accessory or an object.

To put selectively breeding animals into perspective think about how wrong it <sup>would be</sup> to select people and only have them introduced for breeding purposes many people who are against arranged marriages still participate in the selective breeding not giving it another thought. ~~When~~ people are animals too <sup>we are one of the same</sup>

(Total for Activity 4 = 20 marks)

5

The above response only achieved 5 marks as although it raised some of the welfare issues of the breeding of pedigree and designer dogs it didn't discuss any of the ethical theories and link these to the scenario.

The ethical issue here is breeding pedigree and designer dogs to sell as pets, this is an ethical issue as it can affect the dog itself as it can lead to many health issues, for example breathing difficulties, which is going to impact the health and welfare of that dog and make it suffer. It can impact/affect many people/stakeholders such as the dog owner as it can be very costly not only to buy a designer dog but in terms of having to make ~~the~~ regular vet trips because of the medical issues the dog may have, however on the flip side the breeder that are selling and breeding pedigree and designer dogs would benefit financially as these kinds of dogs are the latest trend and many people will buy them. This ethical issue could impact vets negatively and positively as yes its more business for the vets because of how frequent the dogs would have to come due to medical conditions which will supply more income, but it can negatively impact them as the medical issues the dogs may have will be difficult

to treat and many surgery procedures will be complicated due to the dog's health issues such as anaesthetics especially with a French bulldog that has difficulties breathing.

The potential options to consider when looking at this ethical issue is to stop breeding pedigree and designer dogs altogether and make a ban on it with different laws, which would eliminate the ethical issue completely, which environmental ethic people sit under this theory will strongly agree as they believe we have a moral duty to protect the environment and the animals, therefore will think about the welfare of the dogs and not consider the profit. There could be unintended consequences when looking at this potential option such as there would be a financial loss especially for the breeders of pedigree and designer dogs, which the people under the consequentialism theory would

(Total for Activity 4 = 20 marks) 20

activity  
4

strongly endorse, especially human centered people as they believe we shouldn't have no duty to care for species and believe that cost and benefit to human are the most important outcome. Therefore this theory would say that we should still breed pedigree and designer dogs as it will ~~not~~ increase profits for the dog breeders and not consider the potential welfare issues it could have on the dog. The deontology theorist would agree with consequentialism to some degree as they do believe in earning profit, but also believe we have a moral duty to behave in a particular way and that there are strict limits to what we should do to or with animals, no matter how beneficial the outcome to humans is, therefore this theorist would consider the welfare issues that could arise when breeding pedigree and designer dogs.

Another potential outcome for this ethical issue is just to carry on breeding pedigree and designer



dogs for the pet trade, which can lead to unintended consequences such as the dog developing a number of health issues making their life span decrease, which consequentialism ~~people~~ the utilitarian would love this potential option as it will benefit humans financially and consequences for the ~~animal~~ <sup>dog</sup> do not play a part in decision making, but environmental ethics would largely dispute this as they have respect for the dogs welfare and state that the dogs will experience pain and can even think about it, therefore they wouldn't consider this option as the best outcome.

Personally, I think the best outcome would be to ban breeding pedigree and designer dogs as its just a big money making process and impacts dogs health and welfare drastically, plus there are far too many duties for dog owners with these types of breeds and its questionable to whether they will have the time, effort to supply these specific needs for the dog itself and whether they can afford it.

The above response has scored all 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 scenario giving examples throughout.

<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>	<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, 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 to a superficial judgement rarely supported through the application of relevant evidence.</li> </ul>	<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>	<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>	<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 stimulus material provided.
- Identify accurate welfare issues within the stimulus material and explain the implications of these issues
- 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 number of marks awarded as a guide to the depth of the response required and read the question and ensures it is addressed
- Know the different ethical theories and be able to apply them in different scenarios demonstrating understanding through the use of relevant examples

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