

L3 Lead Examiner Report 1901

January 2019

**L3 Qualification in Animal
Management: Unit 3 Animal
Welfare and Ethics**

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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, 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.

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Unit 3 Animal Welfare and Ethics.

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

Introduction

This was the fourth series of the new specification for Animal Management and the second January paper, and as such, the fourth time that this mandatory unit has been assessed via an external assessment rather than via centre based internal assessment. In the time between the summer paper and this one there have been DfE changes to the assessment rules.

The part B task paper followed the format identified in the both the sample assessment material, the additional sample assessment materials and the 1706, 1801 and 1806 past papers published on the Pearson website. Changes have been made to the part A section of the task.

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 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. Where the preparatory notes had been included in many cases the 2 sides of A4 were not filled and the lead examiner considers this a missed opportunity.

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 surprisingly large number of learners failed to identify the presence of the fairground so close to the animals as being a welfare issue.

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 the welfare issues.

Poor Response

All animals at Animal Fun Land are provided with enclosures that are suitable for the animals needs which goes with the 'Animal Welfare Act 2006's 'Need for a suitable environment' which is met. However, the 'Need to exhibit normal behavior patterns' is not met as the animals do not receive any kind of enrichment meaning they can't experience anything new or interesting.

According to the 'Zoo Licensing Act' 1981 the should be a record of each animal at the zoo which there isn't. This ensures that every animal's individual needs are met as the record will tell everyone everything about that animal.

There is no isolation room for sick animals. This breaches the 'Animal Welfare Act 2006' as the 'Need to be

protected from disease' isn't. Pain, suffering, injury and infected animals being enforced. This means animal increasing have to stay with other spreading a lot of the chance of them. The disease to other animals zoo are separated and the actual animals with water which provides the this covers a suitable quieter environment. Act 1981' and part of both the 'Zoo Licensing Act' and the 'Animal Welfare Act 2006'.

The above response has identified relevant legislation, but have failed to successfully link these to any welfare issues not demonstrating an understand of how these welfare issues breach animal welfare legislation and the implications of them. Therefore are not demonstrating knowledge and understanding of how the legislation is applied, the response has therefore been awarded 5 marks.

Good response

- ① Python enclosure should be relocated away from lemurs as they could be possible prey to python, this would agitate the python who could smell the prey & the lemur that could smell predator & feel constant anxiety & fear. This falls under the 5 needs, the need to be housed with or apart from other animals, the need to be protected from pain, suffering injury or disease & the need for a suitable environment
- ② The macaws can be noisy birds & should be housed away from the python room & the lemurs as this noise could cause animals stress under the 5 needs, needs to be housed with or apart from other animals, protected from pain & suffering
- ③ The ponies, llamas, & reindeers should be housed in the same area, & the llamas & reindeer paddocks appear to be far too small, This falls into the need for a suitable environment & the need to exhibit normal behaviour as these animals need room to exercise & graze
- ④ The fairground should be relocated away from all the animals due to the noise pollution it would cause distressing all the animals, Ticket sales & toilets should also be moved

away from the animals & put near the site entrance with the fairground as the noisy cues of people buying tickets would disturb the animals. This comes under the 5 needs need for a suitable environment & to be protected from suffering. It isn't a good idea to have the toilets near to the animals particularly the reindeer as children may not have washed their hands after using the toilet & then would be feeding the reindeer, there also aren't enough handwashing facilities in the zoo there needs to be handwashing outside the python room after children have handled the snake & before they go to feed reindeer or groom ponies, this comes into the 5 needs, need to be protected from pain & suffering, These issues all come under the 1981 Zoo Licensing Act.

The fairground is open all day as stated in the leaflet, if it is close to the animals as it is now the fairground should have shorter opening times to allow the animals respite from the noise it would create, the reindeer's feeding session is also far too long and should possibly be only an hr in the morning & an hr in the afternoon, animal needs time away from public as it would be tiring & stressful. Again the ponies grooming session is far too long would be stressful & could cause the ponies injury to be groomed all day by over excitable children. The zoo is also open for a very long day & should be reduced to 10-4, so the (Performing Animals Act 1925) relates to these issues.

animals get to rest & enjoy part of the day after the public have left. The llama trekking session is also too long although llamas are built for trekking to do this with an overly excitable child all day would be exhausting to animal. These issues all relate to the 5 needs, needs to exhibit normal behaviour, need for suitable environment, & protected from pain & suffering. The python is being neglected by using him/her for entertainment, & the sessions are very long which would stress the animal, there also aren't any handwashing facilities near the enclosure to prevent cross contamination between animals, falls into the 5 needs, to be protected from pain & suffering. Looking at the staff rota it appears that there aren't enough staff on the shift on Sunday, this could affect the care of the animals & husbandry. Also Mo, the general animal assistant doesn't appear to have a day off in that week, this could impair her ability to function properly if she's tired, this would come under the Health & Safety at work legislation. The Animal Husbandry Information sheet is quite good health checks & hoof checks daily. The lemurs guide doesn't state how much fruit & veg & what fruit & veg to be given though, it also doesn't state how much parrot mix & grit to give. This is important as stated in the 5 needs the need for a suitable diet. Animals need correct nutrients for a balanced healthy diet. The rota is fully staffed on Monday which is good for the animals husbandry & diet needs.

to

The macaws & the lemurs outside Areas are their
 small, macaws need room to fly & exercise or food
 wings, & lemurs like to roam foraging f 5 needs
 & play in tree tops. This comes under the suitable
 need to exhibit normal behaviour, need for a
 environment

DO NOT WRITE IN THIS AREA

The above response has been structured around the five needs of the animal welfare act and also cited other appropriate legislation, they have then applied this to both the welfare issues they have identified in the stimulus material booklet and also highlighted where welfare legislation has been met, and as a result of this they have gained 19 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	0	1-5	6-10	11-15	16-20
	No rewardable material	<ul style="list-style-type: none"> • Generic statements or isolated elements of knowledge and understanding. • Welfare issues/factors identified link to some of the welfare needs and are supported by occasionally relevant examples. • Limited lines of reasoning evident in support of the welfare issues/factors identified which address either strengths or weaknesses. • A limited attempt to link issues/factors to relevant welfare legislation/policy. • A limited approach to scaling/ranking the issues/factors in terms of their impact is evident. 	<ul style="list-style-type: none"> • Demonstrates generally accurate knowledge and understanding. • Welfare issues/factors identified link to all welfare needs supported by a few relevant examples. • 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. • Partially developed linkage of issues/factors to relevant welfare legislation/policy. • An adequate approach to scaling/ranking the issues/factors in terms of their impact is evident. 	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding • Welfare issues/factors identified link to all welfare needs supported by some relevant examples. • Lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses with a reasonable balance. • Developed linkage of issues/factors to relevant welfare legislation/policy. • An effective approach to scaling/ranking the issues/factors in terms of their impact is evident. 	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding. • Welfare issues/factors identified clearly link to all welfare needs through the sustained use of relevant examples. • Comprehensive lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses in a balanced way • Comprehensive linkage of issues/factors to relevant welfare legislation/policy. • A comprehensive approach to scaling/ranking the issues/factors in terms of their impact is evident.

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 similar to the way it was answered in the 1806 paper. 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.

Poor response

(10)

Actual feeding times is information that is needed because even though it has morning and evening for feeding times it could be better with actual feeding times as to when the animal needs to be fed. Another thing that would help would be the types of food that the zoo has access to or the types of food that the zoo orders to make sure that there is a variety of foods to the animals.

If an animal is injured or sick it doesn't say where the animal gets moved to, to help prevent the ~~other~~^{other} animals from being sick or messing with the injury such as a cut. A better site plan such as where entrances are to the enclosures and how animals are transported from one area to another.

Mention of any hand dispenser because there is no mention of one so this could be very important because it reduces the risk of germs being passed on to the animals and could help prevent against any diseases.

The above response has scored 3 marks as it doesn't state whether any of the stimulus material was useful for conducting the welfare appraisal or why. It also briefly outlines some additional stimulus material that would have allowed for a comprehensive welfare appraisal to be conducted but again does not expand or explain why this information would have been required.

Good Response

The information provides basic and little information about the animal / there accommodation. You are unable to provide a detailed appraisal ~~base~~ based on the ~~info~~ information provided.

You are able to conduct a report based on some of the welfare needs. ~~the~~ This will include the need for a suitable diet, need to be protected from pain, suffering, injury and disease, and need to be housed with, or apart, from other animals. However the need to be housed with, or apart ~~is~~ able to exhibit normal behaviour patterns and the need for a suitable environment, are not able to be assessed due to the lack of information provided about them:

The booklet doesn't provided enough ~~en~~ information about the zoo itself. This is because the site plan doesn't show

any details e.g. emergency exits for the public, site maps around the zoo, information/facts about the animals or the conservation.

The staff rota shows that one person works Mondays to Sundays and ~~it~~ does not show that they have a day off. It is law that they have to have at least one day off during the week. It is illegal to work a straight seven day.

The booklet does not provide any information on how to get there or if there ~~is~~ is a fee to pay to get in.

You are unable to provide a detailed and accurate appraisal based on the information provided. This is due to the lack of information or no information at all.

(Total for Activity 2 = 10 marks) 9

The above response is a clear evaluation of the suitability of the information that has been provided in the stimulus material. This response has achieved 9 of the 10 marks available for this activity, as it has clearly discussed the usefulness of the information that has been provided in the stimulus material booklet. Whilst then outlining what additional information would enhance the appraisal giving of evident lines 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	0	1-2	3-5	6-8	9-10
	No rewardable material	<ul style="list-style-type: none"> • A limited evaluation of the suitability of the information. • Additional information identified is of limited relevance and would only partially improve the appraisal. • Limited lines of reasoning evident in support of either the evaluation or additional information. 	<ul style="list-style-type: none"> • A partially developed evaluation of the suitability of the information. • Additional information identified is generally relevant and would adequately improve the appraisal. • Occasional lines of reasoning evident in support of both the evaluation and additional information. 	<ul style="list-style-type: none"> • A developed evaluation of the suitability of the information. • Additional information identified is relevant and would effectively improve the appraisal. • Lines of reasoning mostly evident in support of both the evaluation and additional information. 	<ul style="list-style-type: none"> • A comprehensive evaluation of the suitability of the information. • Additional information identified is consistently relevant and would considerably improve the appraisal. • Comprehensive lines of reasoning evident in support of both the evaluation and additional information.

Activity 3

Activity 3 is closely linked to activity 1 and learners have to produce an action plan of the welfare issues that they have 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 marks 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.

Poor response

Dogs should be stopped from coming on site ineditantly, to reduce risk of spread of disease or ~~and~~ ^{stop} potential stress on animals. Action plan for visitor interactions need to be provided including ~~to~~ both ethical and welfare measurements that should be taken, so animals are not put under any ~~unnecessary~~ unnecessary stress and to ~~prevent~~ keep both the public and the animals safe. including rest breaks for the animals involved, positive training mesurements, documentation of the potential impacts both physically and mentally that may be inflicted on the animals involved as well as ethical views. The action that needs to happen if an animal is displaying stress at any time and the maximum group numbers that can be involved. Both pony and llamas stables need to be moved so that they are located closer to their paddock, to prevent any stress put on the animals by the public or fair ground, such as noise pollution. This needs to be ~~completed~~ ^{completed} ~~by~~ next in the next 12 months. I would also ^{suggest} that the ~~reptile~~ ^{pyphon} room needs moving away from the sight of ~~and~~ ^{any} prey species that the pyphon may be stress over as a result of not being able to reach the ~~prey~~ prey but still see and smell them. This should also be completed in the next 12 months.

The above activity scored only 1 mark of the 10 available as the learner had produced an action that was very limited in terms of the welfare issues raised and in addition to this both of the suggested actions had the same timeframe. This action plan therefore, failed to demonstrate any knowledge and understanding of the priorities and timescales for the actions.

Action	Reason	Time frame
- find Move pythons or other ponies away from each other	- as this puts unwanted stress onto the animals	- 2-3 weeks (as may have to build accommodation)
- give sizing of enclosures *	- to ensure they are up to the minimum standards	- 1-2 days
- put in place a escape animals plan	- as it puts pe ^o ple & anim ^{als} at risk of injury	- 2-3 days
- improve grooming sched ^{ule} for ponies	- as it does not protect from pain, injury, suffering and disease	- 1-2 days write to put in place 1 week to start
- get records of ^{etc} deaths, escapes, dispersals	- as they are required by the legislation	- 3-4 days
- Add weight ^{informati} amounts of feed to ⁶	- to ensure that the animals have a suitable diet	- 4 weeks 24 hours
- show prog ^{ress} of a breeding programme if suitable	- as it is part of the legislation for zoos	- 24 hours (if have one) 2-3 ⁶ weeks to set up one
* move animals or fairground rides away	- as it puts the animals - as it puts the animals under alot of stress	- 2-3 months to be completed
- get veterinary records	- as they are required for the licence	- 1-2 days
- improve/edit the staff rota	- as its not doing it even good quality of care with 2 people	- 1 week

The above response has scored 9 of the 10 available marks as the action plan has been produced in a table as seen by many of the learners. Which has resulted in the response being well structured throughout with each action having reasons, timescales and priority demonstrating a clear understanding of the reasons for 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	0	1-2	3-5	6-8	9-10
	No rewardable material	<ul style="list-style-type: none"> • Suggested actions are limited in terms of addressing the issues/factors identified. • Limited lines of reasoning evident in support of the actions. • Actions are listed without an attempt to prioritise. • Limited attempt to apply realistic timescales to the actions. 	<ul style="list-style-type: none"> • Suggested actions are adequate in terms of addressing the issues/factors identified. • Occasional lines of reasoning evident in support of the actions. • Actions are listed with an attempt to prioritise. • Adequately applies realistic timescales to the actions. 	<ul style="list-style-type: none"> • Suggested actions are good in terms of addressing the issues/factors identified. • Lines of reasoning evident in support of the actions. • Effectively prioritises most actions identified. • Effectively applies realistic timescales to the actions. 	<ul style="list-style-type: none"> • Suggested actions are comprehensive in terms of addressing the issues/factors identified. • Comprehensive lines of reasoning evident in support of the actions. • Comprehensively prioritises all actions identified. • Comprehensively applies realistic timescales to the actions.

As per the regular structure of this paper learners are given an additional scenario for activity 4, 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 reintroducing species previously extinct from a location.

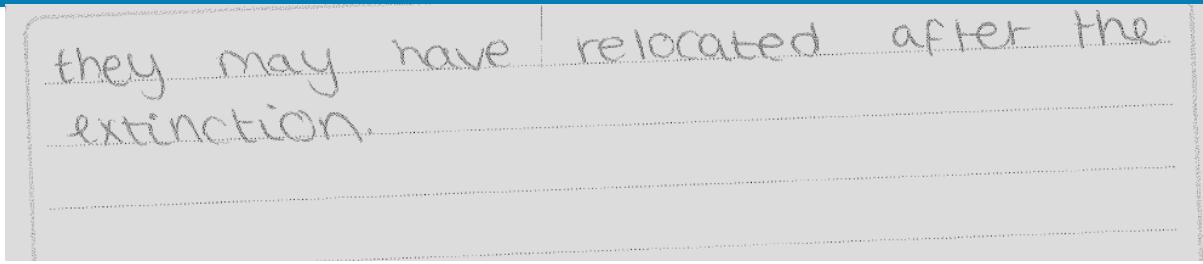
As seen in the previous paper many learners simply outlined the ethical theories without any application to the given scenario. While a number of learners addressed the scenario with no reference to any of the ethical theories.

Poor response

(20)

An ethical issue of reintroducing a species that has become extinct from a location, is that, that animal may no longer know how to adapt/survive there anymore, meaning it could find it difficult to find resources for food etc.

Another ethical issue could be it poses a huge threat on species that already live there, by the species getting all the resources (food) before others, is actually leading to extinction of a species already there. Another ethical issue could be the species does no longer successfully breed in that location as conditions may not be prime for them, as in being relocated back to where they originally were extinct, could cause them to feel distressed and unable to settle and therefore not want to breed. Species can also feel overwhelmed and may want to migrate back to where



they may have relocated after the extinction.

The above response only achieved 5 mark as although it raised some of the wildlife conservation issues of the reintroduction of species previously extinct from an area it didn't discuss any of the ethical theories and link these to the scenario.

Good response

When considering reintroducing a species to any location, there are many factors that must be evaluated to determine the morality of the decision and whether it would be ethically correct for the species. To do this, many ethical issues must be examined and multiple ethical viewpoints must be considered - especially in a country such as the UK where many native fauna have gone extinct.

~~One of the most prominent~~

One of the most prominent factors to consider is that the UK is a very industrialised country, despite having many rural areas. This means that there are a lot of roads and vehicles that may affect how the wildlife get around. This would affect beavers in the manner that many man-made dams exist which ~~can~~ could alter how they ~~can~~ would choose an environment to live in. For red squirrels this may mean that crossing a road in a rural area could result in being hit by a car. If these animals were to be reintroduced, ~~the~~ ^{appropriate} habitats would have to be found. This can be examined through the ethical viewpoint of environmentalism, which considers the morality between humans, animals, and the environment. An environmentalist may suggest that reintroducing these animals to locations in the UK would be the morally correct choice as it could be seen

the moral duty of humans to protect animals and our environment.

This could be further evaluated from the environment-centred ethical viewpoint, which may determine that because we have the ~~same~~ capability, it is ~~the~~ the moral obligation of humans to interact with our environment in the most positive way. As humans are not more important than other species, we cannot prioritise our own convenience over the lives of animals, which is what may happen if, for example, ~~we~~ beavers are reintroduced which would force humans to more carefully consider where dams are built.

However, this could also be looked at from a human-centred ethical viewpoint, which would argue that as humans are the most important species, we have to consider what would be best for us. Would reintroducing these species to the UK better our environment for the future of humans? This choice may change the ecosystem which could have unforeseen consequences. It could be said that these species went extinct from the UK for a reason, and that reintroducing them could only worsen ~~the~~ the natural environment for future generations of humans. An example of this is that wolves used to ~~be~~ thrive in the UK before humans pushed them to extinction. The result of that is that deer can now be considered pests ~~as~~ with no natural predator in this country to regulate their populations.

Another ethical issue is that reintroducing an extinct species may

only cause them more suffering. They may struggle to survive in ~~an~~ environments that are prone to habitat loss due to human interference, or ~~they~~ there may be interspecies competition - such as grey squirrels competing with red squirrels for food and shelter. Additionally, they may catch diseases that they might not in another environment - for example, grey squirrels in the US are often carriers of a disease that is fatal to red squirrels.

This idea could be examined from the consequentialist ethical viewpoint, which looks for the best-possible outcome, which would be that the reintroduced species would thrive and improve the ecosystem, and contributing to the success of the species would be considered ethical - such as vaccinating the ~~individual~~ ^{species} before release, or providing new habitats.

However, from a utilitarian ethical viewpoint, it is necessary to look at the impact the extinct species had on the ecosystem ~~before~~ previously. If the species could negatively impact already existing native flora and fauna, then it would be considered unethical to reintroduce the extinct species, as the rights of many are more important than the rights of the individual.

Another ^{ethical} viewpoint this can be examined by is ~~the~~ contractarianism.

This ethical viewpoint would suggest that the relative cost and benefit is the only important outcome. An example of this would be that red squirrels were to be reintroduced, but the habitats of many other arboreal species had to be destroyed. In this example, reintroducing the extinct species would become unethical.

due to the minor benefit regarding the very large cost. As animals cannot enter into contracts, these types of decisions must be made by humans.

In conclusion, the subject of the reintroduction of an extinct species to a location, is one with many delicate factors that influence many things, such as the availability of resources like food and shelter for other species, and the relationship humans have with the environment. ~~By~~ Reintroduction of an extinct species could have many outcomes - both good and bad - that may not have been analysed, and so the ^{result} ~~topic~~ is highly dependant on the species being reintroduced and the habitat ~~they~~ ^{it lives in.} ~~The result is that~~ Without more specificity on these two factors, it is very ~~hard to~~ difficult to say with any certainty whether a species should or should not be reintroduced after going extinct.

Here I will include a framework to assess if this decision is ethical:

- Would the species thrive in this habitat?
- Would the species negatively affect the ecosystem?
- How much human interference would be required?
- Could it be possible that another habitat might be better suited for this species?
- Did this species go extinct because of human interference?

The above response has scored all of the 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 scenario of the reintroduction of species previously extinct from a location giving reasoning throughout.

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

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 ensure 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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