

L3 Lead Examiner Report 2001

January 2020

**L3 BTEC Nationals in Animal
Management**

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: <http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>

You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

January 2020

Publications Code 31646H_2001_ER

All the material in this publication is copyright

© Pearson Education Ltd 2020

Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

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

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Animal Welfare and Ethics 31646H

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	14	24	34	44

Introduction

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

The parts A & B task paper followed the format identified in the both the sample assessment material, the additional sample assessment materials and the 1706, 1801, 1806, 1901 and 1906 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 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 some of the notes contained notes that were plans for the different activities rather than factual notes that learners could apply to the stimulus material, the lead examiner considers this is wasted opportunity as learners could have had key facts with them to prompt discussion.

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 Questions

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 any legislation other than the Animal Welfare Act 2006.

A number of learners identified the Zoo licensing Act whilst a number identified the Licensing of Activities involving Animals. A number of learners discussed the differences between England, Scotland and Wales which is commendable. Both pieces of legislation were valid as whilst the new licensing is active some establishments still have valid licenses under the previous licensing.

A number of learners used a traffic light system to carry out their welfare appraisal, the idea behind this that they rank welfare issues red, amber or green as per the unit specification. However a large number of learners ranked the actual stimulus material and missing information as red, amber or green rather than the actual welfare issues that they identified. In addition to this a number of learners completed their action plan based on what was missing rather than the actual welfare issues identified.

A number of learners focussed very little on the actual welfare of the animals within their appraisal discussing, health and safety and the needs of the public.

The quality of care provided is well given as there health check sheets provided to ensure that all the all the needs are met. This positively shows that they are following the regulations of the Animal Welfare Act, 2006. However, the health check sheets do not have dates on them, therefore making it impossible to know when they are done and how often. This should be corrected in the next 2 weeks as it is vital to understand that checked often and not too often as this will be stress.

Even so, they are following the laws of transportation, by making sure that basic need are met for the animals i.e food/water and access to ventilation. Despite this, there is no shower system for COSHH, meaning that public health is possibly at risk. It would be vital to have proof of this system shown to

an inspector / investigator. If there is no documentation / proof of this they would be negatively following the regulations of COSHH 2002, followed by HASAWA 1974. This would put both the public's health and staff's health. This should be corrected within the next 3 weeks (if not having it).

There would also be challenges accompanied with the road show, for example a break down. If the vehicle of transporting those animals breaks down on the road, you must ensure that all temperatures are within check, in case of over heating. This would mean for a system to be placed to ensure the animals' welfare. This should be done in two weeks.

To further ensure the animals' well being they have a handling session, allowing other members of staff to show how long an animal has been handled to reduce stress. This follows positively an Animal Welfare Act 2006 as they are preventing harm / disease to the animal by not over handling and stressing the animals out. This also, emphasises great care shown and a high amount of knowledge.

A consequentialist would look at this roadshow as an educational point of view. They would make sure that a popular species is being used to educate the public and are not harming any of the animals.

^{environmentalist}
A ~~biologist~~ would look at this roadshow as an destructive idea as it is taking animals away from their natural environment for profit of many. They would be against this as some of these species are unethically resourced in the wild. Not only that, it would affect numbers of breeding pairs in the wild.

A deontologist would ~~also~~ also, be against this as it is unethical resourcing, despite the effectiveness of education. They would look at it that the animals are not being treated as fairly as they could.

They have also negatively followed the Animal Welfare Act 2006 because they have housed 4 car snakes together and 4 chilean rose together. These animals must be kept isolated due to them eating each other and causing serious injuries.

The above response discussed the quality of care provided which was linked to the Animal Welfare Act, however, they only discussed it in terms of what information they did not know. The response then went on to discuss public safety and ethical theories until the end a very small section raised the issue that animals

were housed in groups. Therefore they did not demonstrate a thorough knowledge and understanding of welfare issues, how these are linked to legislation and their implications resulting in 7 marks being awarded.

From the information that is provided I can tell that Bug Bazaar has a ^{very} good ~~keeper~~ well layed out record card, they ~~are~~ have many key points that they ~~see~~ address such as health checks morning and evening, recording down temperature & humidity both morning and evening, this is especially important ~~with~~ with reptiles as ~~in this case~~ there health relies a lot on ~~the~~ lighting & the heat sources, any changes in this could result in Metabolic bone disease which is caused by a lack of calcium ~~or~~ lack of exposure to UVB light. If these problems weren't dealt with it could be fatal. ~~this~~ Keeping up to date with records is important as it falls under 'the animal welfare (licensing of activities involving animals) (England) regulations (2018)' However I'd like to see a little more detail for the Food box, not just a tick, as if an animal starts to exhibit

abnormal behaviour, or starts to become ~~unwell~~ ^{ill} we can have ~~records of~~ detailed records of what they have been eating. Another thing to be added to the record card is a risk assessment box. I would like this to be done as some of the species that day might not be up for being handled ~~that day~~ and I feel as though this then allows the animal the space it needs and it ~~protects~~ ^{protects} ~~you~~ ~~the~~ ~~customer~~ ~~that~~ ~~day~~ if that particular ~~species~~ ^{animal} is a little more aggressive. This falls under the animal welfare act 2006 if the animal ~~doesn't~~ exhibits normal behaviour like if a snake strikes out, we know this is a defence mechanism and ~~that~~ means it's not taking it that day. I will be allowing ~~you~~ ^{I need} you to add these few changes to the record card.

I am pleased to see that in the handling policy you ensure that everyone must clean hands before & after handling sessions. However especially for the ~~and~~ White tree frog clients must ~~wear~~ ^{wear} gloves and ensure that the gloves are kept moist at all times. Our skin can be extremely harmful to the frogs & it ~~is~~ ^{is} ~~potentially~~ ^{potentially} causing a lot of damage and under the Animal Welfare Act 2006 they must be

protected from pain. For the health and ~~well being~~
~~of these lizards~~ ~~it will be~~ ~~allowing~~ ~~to~~ ~~change~~ ~~it~~ ~~into~~ ~~to~~ ~~handling~~ ~~by~~
~~the~~ ~~staff~~ ~~of~~ ~~the~~ ~~zoo~~ ~~and~~ ~~it~~ ~~is~~ ~~also~~ ~~like~~ ~~to~~ ~~see~~
their vivarium to be ~~longer~~ ^{taller} in ~~side~~ size.

These are arboreal amphibians and they
must exhibit natural behaviour ^{← needs for a suitable environment} which would be
climbing ^{& trees}; this falls under the Animal
Welfare Act (2006). ~~and~~ In order to change
the handling policy ~~and~~ ~~the~~ ~~ir~~ accommodation size
I will be allowing 3 weeks for these changes
to happen.

My biggest & main concern here though is
your 4 Chilean rose tarantulas being housed together.
The fact that they haven't killed each other yet
is incredible, these poor inverts must be under
extreme amounts of stress. Tarantulas are
solitary species ~~the~~ meaning they must
be housed alone! the only time that tarantulas
come together is to mate but even that
can be a dangerous game. ~~It is stated~~
~~under~~ Although invertebrates don't have
their own legislation, it still falls under
the Animal Welfare Act 2006 for needs
of a suitable environment. It also falls
under 'The Animal Welfare (licensing

of activities involving animals) (England) regulations (2018) where they state that animals should be housed with or apart from animals. It also falls under The Willowvale Council Guidance where number 18 states 'animals must be kept alone or in groups as per their needs'. This is a major factor that you have missed for these tarantulas needs. I understand that this costs money & time to buy B news vivarium, however for the protection of these tarantulas I will be allowing 5 days.

The above response whilst is not a perfect response has been structured around both around the five needs and legislation and is balanced outlining both negative and positive aspects of welfare. They have linked the welfare to legislation and given good application and reasoning, and as a result of this they have gained 15 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 structuring their response around each piece of stimulus material and stating what judgements it allowed them to make and then going on to discuss what additional information would have helped them with a more thorough appraisal. There were though a number of learners that simply stated what additional information would have been useful.

In the stimulus there is lots of information although there is still not enough. There should be information about sexes of animals if or if not the animals are housed with or apart from others, the amount of workers and a 'Rotation Plan'.

By Rotation Plan what is meant is you can't only use one animal for every shed due to the 'Performing Animals Act' animals have to be rotated.

There should also be worker info as there can't be just one worker due to the lone worker policy and again on top of this there needs to be more info and evidence on the animals to make sure the 5 needs and the regulations as the Animal Welfare Act 2006 are met.

So there is a low extent as there are things that need changing before it being appraised.

The above response has scored 2 marks as it just states some additional stimulus material that they would have liked to have had included in the stimulus material without any reasoning as to why it would have allowed for a comprehensive welfare appraisal to be conducted.

On one hand there is a detailed handling policy report which allows us to see how exactly the practice is done and what precautions are taken. This is useful information as we can see what needs to be reformed and changed to fit legislations. The sizes of vivariums is also useful as we can see what space the animals have, what we are not given however is the age of the animals. For example the 40cm x 30cm x 30cm would be appropriate for 4 hatchling ^{juvenile} corn snakes but if that is the case they are too young to be regularly handled by small children so there are two possible faults, because of this lack of detail, ways must be suggested that fit both criteria which will improve the animals welfare and help fit to legislation which might not be best for the company such as getting rid of half the corn snakes or buying ^{more} ~~another~~ larger vivariums. The age problem also hinders the ability to

fix the 5 needs, specifically the need to be housed apart or together socially. Chilean tarantulas cannot be housed together as adults, from the photos provided by the Bug Bazaar leaflet ~~they~~ at least one is seen to be matured. This means they will all need separate vivariums even though the other 3 could be the babies of the mature spider and so could live with her for a while.

Another of the 5 needs we can't comment on is correct diet. We see the record card where this should be filled in so we know staff have access to dietary requirements but we cannot see the final records.

There is also a lack of staffing knowledge. In the Animal Welfare Act it states 'The license holder or designated manager and any staff employed to care for the animals must have competence to identify the normal behaviour of the species for which they are caring.' As we have no staff qualification or experience sheet we do not know if this can be verified. Another thing we do not know is if Bug Bazaar has a register of each animal as per

legislation stating 'A register must be kept of each animal exhibited or to be exhibited which must include (a) the full name of the supplier of the animal (b) its date of birth (c) the date of its arrival (d) its name (if any), age, sex, neuter status, description and microchip or ring number (e) the name and contact details of the animals normal veterinarian' As we don't have any of these things we can't go into detail about the welfare and legislation failures and followings for each individual animals.

The above response is a clear evaluation it is structured around each piece of material provided stating its usefulness and what it allowed them to discuss, then going on to outline what additional information would allow for a more comprehensive appraisal giving of evident lines of reasoning to support the need for additional information. Therefore this response was awarded the full ten marks for this activity.

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

In activity 3 learners are asked to produce an action plan based upon the welfare issues that they have raised in activity 1. A number of learners produced an action plan that did not apply and priority or realistic timescales and a number of learners based their actions plans around the information that was missing rather than the welfare issues raised and as a result of this scored limited marks. As seen in previous series the learners that achieved the best marks in this activity paid attention to the structure of their response and these included drawing a table or the use of headings and subheading and due to the formatting, they outlined the action, why the action was required and a timescale and priority.

(10)

First of all the enclosures must be changed around. To start with swap the leopard geckos and the cornsnakes - 48 hours - ~~28/28/15~~

Whilst still not enough this is a better temporary fix to give the cornsnakes more room. Next Buy another ~~55x30x30 vivarium~~ ~~and another~~ a 55*cm x 30cm x 30cm viv, a 40 cm x 30 cm viv x 30cm viv, ~~28/28/15~~ three 25*cm x 15cm x 15 cm vivs and a 12" x 12" x 18" minimum viv. ~~the way~~ this should be done in 3 months. This gives each animal sufficient room if they are placed like this:

- 2 corns - 55cm x 30cm x 30cm viv
- 2 corns - 55cm x 30cm x 30cm viv
- 2 leopard geckos - 40cm x 30cm x 30cm viv
- 2 leopard geckos - 40cm x 30cm x 30cm viv
- 2 hissing cockroaches - Original viv
- Each chilean rose in own 25cm x 15cm x 15cm viv
- Each scorpion in own 25cm x 15cm x 15cm viv

2 white tree frogs - 12" x 12" x 18"

This will allow all animals sufficient space. Another option would be to rehome 2 tarantulas ~~to save buying 2~~ to save on buying 2 extra vivariums, this can be done with any of the animals except the tree frogs and the hissing cockroaches as they will be in multiple vivariums. If this is done it should still be within the 3 month time limit. The white tree frog vivarium should however be made from glass without a removable ventilated lid as it will not conserve humidity.

Detailed feeding plans must be kept up to date and accessible for all members of staff - 1 week - This will make sure all animals get a specific dietary need fulfilled. A rotational exhibition plan ~~but~~ must be put in place to follow legislation - 1 week - this is to ensure for example one corn snake is over handled and gets stressed whilst another is never handled and becomes aggressive.

The above activity scored only 4 marks of the 10 available as the learner had produced an action plan that whilst it addressed a number of the welfare issues raised two of the suggested actions had the same timeframe, the other two had a significantly shorter timeframe without discussing the priority or reasoning for this. This action plan therefore, failed to demonstrate differentiation between the issues and failed to show an understanding of the priorities for the actions and their links to the animal's welfare.

Your action plan must include:

- actions required by the management and staff
- reasons for the actions
- timescales for the actions to be completed.

(10)

Here I will be creating an action plan to address the issues I have identified in my appraisal at Bugs Bazaar. This plan will be in priority order and will include actions required, reasons for the actions, and timescales.

Action	Reason	Time	Traffic light
Separate Tarantulas, scorpions, and corn snakes.	Prevents the animals from harming each other.	24 hours	Red
add missing information to documents.	Misleading information and portrayal of poor welfare.	12 hours	Red
Update boxes for the record card	allows better maintenance	12 hours	Amber
Bigger enclosure for tree frogs and snakes.	They aren't clearly able to carry out natural behaviours to their full potential.	24 hours	Red.

Add more information to the leaflet.	Show customers what they will purchase	12 hours	Green

Key:
 Red: Severe for animal welfare and law
 Amber: bad for animal welfare and law
 Green: not bad for animal welfare and law

The above response has scored all of the 10 available marks as the action plan has been well formatted as the learner has put all of the information in a table as seen. Which has resulted every 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 usual 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 trade and importation of animals as pets and in collections.

As seen in the previous series a number of learners addressed the scenario with no reference to any of the ethical theories. Again, as seen in previous series many learners simply outlined the ethical theories without any application to the given scenario, producing a very generic response and limiting their ability to gain good marks on this activity.

From a consequentialist point of view, if the animal is being ~~transported~~ ~~as~~ traded because of population decrease or breeding then everything is fine because they believe it is the greater good for the ~~am~~ animal to breed and increase their population in collections.

From a deontologist point of view, importing and trading animals is wrong because you are taking them away from their home lands, causing stress, and ~~#~~ keeping them in captivity which they believe is wrong.

From an environmentalist point of view trade and especially importation is wrong because it ^{Produces} ~~creates~~ carbon dioxide when transporting because it increases climate change. They will also think ~~#~~

it is wrong because trading and importing the animals will take them out of a decreasing food chain.

The above response only achieved 5 marks of the 20 marks available as although a number of the ethical theories were discussed showing knowledge and understanding of them. The learner failed to engage with the scenario providing a very generic response that was not linked to the ethics of the welfare issues that experienced as a result of trade and importation.

Trade & Importation of animals can have some disadvantages & advantages.

A religious person would believe that trading & importation is wrong. If it is being transported to someone for no good reasons then it shouldn't be done at all. Christians believe that we are ^{God's} stewards of creation & if the animals are transported for nothing but collections, they disagree & believe they need to be kept in their natural environment, & let them live freely & not treat them badly.

An anthropomorphist would also agree with a religious person & think this wrong. They believe animals have emotions too & if this is causing them too much stress, or pain & are just not happy, they should be able to live their lives freely & wherever they want to be & not used for collections to sell to people. Therefore, they would want

these animals ~~to~~ not to be traded or imported
to stop pain & suffering for these animals.

A utilitarian would agree & disagree with
the transport & importation of animals ~~as~~
because as long as this has a good reason
or it is good for the animal then they
wouldn't mind. ~~It's a pet animal~~ If someone
saw an animal suffering & while on holiday,
& no one could seem to help it but you as
they couldn't stop it from being hunted,
pouched or chased by predators ~~then~~
it's doing the greater good. It would only be
wrong if this animal didn't get provided
with the right environment or enrichment
to help express normal behaviour. & wasn't
happy. It would only be providing good for
the owner as it could be rare & worth a lot.

A scientist may agree with trading these
animals, not as pet but collections. Bringing
some of these animals will be good for
these scientists only if they could end up
providing special medicine or something the
UK needs desperately. They would disagree
about keeping ~~enough~~ for example an

animal that not many people have heard of as it could be harmful to everyone in the UK or the owner because it could carry a disease & end up affecting other animals. This is why before people want to trade for collections or pets then they need to know anything about it that could cause harm & if it does do not trade no matter how much its worth.

conservationist
An ~~advise~~ would agree with religious people & anthropomorphists as most animals that are traded into the UK are not used to the climate or environment around them. Therefore it could cause the animal to most likely suffer even if they try to mimic their natural environment as it still is not the same & are not used to being kept^{as} kept as pets or captivity & will want more space & will become difficult for the owner. Therefore, their overall opinion is that these animals being traded coming to the UK should be kept in the wild and not brought over unless in a serious danger & can help & provide everything the animal needs.

Lastly, consequentialists would agree with the trading & importation of animals as these people that sign a contract know the circumstances & requirements therefore have to let it happen no matter what will happen. They also would believe the trading process is used & so that the people can earn their money & is their job so are not doing anything wrong.

The overall opinion is that ^{more} these people disagree with trading & importation of animals & as the animals are very stressed and are better off in their natural environment where they can move around freely & not be used for people to keep moving them to different people & probably not be treated as well as they should be.

The above response has scored 16 of the 20 marks available for this activity as it has demonstrated good knowledge and understanding of the ethical theories which have been linked well to the scenario of trade and importation giving a few examples and some reasoning within the response.

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 the welfare issues that they see within the stimulus material provided and link this to accurate and appropriate legislation.
- Show an understanding of welfare the implications of the issues they have identified.
- 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

For more information on Pearson qualifications, please visit
<http://qualifications.pearson.com/en/home.html>

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



