



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals
In Animal Management (31646H)
Unit 3: Animal Welfare and Ethics

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Introduction

This was the seventh series of the new specification for Animal Management and the fourth January paper, and as such, the seventh 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 past question 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.

Several 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 a little lower than seen in previous series and most of the activities performed as were expected, the activities allowed for good differentiation between pass, merit and distinction candidates.

Activity 1

In this activity learners have been asked to review the information provided in the stimulus material booklet and conduct an animal welfare appraisal. Within this they are asked to identify any welfare issues for the animals provided in the stimulus material making discussing the welfare impact upon the animals and linking this to the relevant animal welfare legislation and licensing.

This activity provides an opportunity for learners to apply their knowledge and skills of animal welfare and husbandry procedures, licensing requirements and legislation to the scenario. It is the application nature of this activity that affords learners good marks, however a significant number of learners stated facts about the welfare legislation and how it should be met rather than applying these facts to the stimulus material that had been provided.

A large number of learners merely mentioned the Animal Welfare Act 2006, or the licensing but didn't discuss any more about this such as the five animal needs nor link these to the stimulus material.

A number of learners used a traffic light system to rate and prioritise the welfare issues identified, as per the unit specification. However as seen in previous series some learners ranked the stimulus material and the missing information rather than the actual welfare issues that they had identified. In addition to this a number of learners based their action plan on the missing information rather than the welfare issues identified from the stimulus material. Some learners focussed largely on the health and safety and the needs of the public rather than the welfare of the animals within their appraisal.

At Valeshire Pets^{it} has to be registered by the local authority. ^{Licensed} Under the Pet animals act ¹⁹³¹ and if they aren't they won't be able to ^{sell} ~~sell~~ their animals to customers, because they would be committing a crime.

At this store they should be considering the animals wellbeing. So they should be providing the 5 welfare needs, which involves the following.

The animals should be provided with a suitable environment, suitable diet, exhibit their natural behaviour, suitable companionship, for example whether the animals are social or solitary.

Lastly to prevent ^{unnecessary} ~~unnecessary~~ pain, injury, suffering and diseases. Each animal has its own very ~~specific~~ individual needs, for example with exotic animals like the snake they will require heat as they are ~~eco~~ ectothermic and require a heat source e.g heat mat.

The fish tanks would need to be checked all the time for any toxins ^{which would be ~~built up~~ building up} from them defecating as the ph levels will increase causing them

harm. The staff should also do daily spot checks to remove any old foods and any animal waste e.g. faeces. And should do deep cleaning once a week or if required to remove all the dirty bedding to then be replaced with the correct substrate. Provide them with fresh & clean water 24/7. They should check the animals daily, a health check. To ensure they are safe and well, and if there is a concern brought to head, then the veterinarian should be contacted and recorded. And if the animal required any sort of medication, or treatment then staff must ensure they are providing them with the treatment as ordered by the vet. To help the animals to exhibit their very own natural behaviour. They should be provided with a form of enrichment. This can involve chew toys/blocks, exercise wheel, climbing frame and etc. With hamsters, gerbils, mice, rat, chinchilla, degu, guinea pigs, rabbits and lastly the macaw. They all require chew toys or chew blocks or wood as either the teeth or beaks will tend to over grow causing problems with their health and the ability to eat their suitable diet. Which would affect their body score, losing weight and affect them

to groom themselves as well. If the teeth or beaks are that far gone, meaning too damaged then sadly the animal would have to be taken to the vets to be euthenased. Again involving the animals health they should be regularly vaccinated with the correct vaccine, or ~~any~~ any topical treatment especially with the small furry mammals as they tend to get fly strike. And rabbits are required two vaccines, one is for mixematosis ~~and~~ which is found in wild rabbits here in the UK, plus for a disease that causing them to heamorige, bleed out of every orathis. All their enclosures should be checked for any possible source of damage that can affect them or even harm them. Especially with the fish tanks, if their is a leak then their tank must be replaced. If their is damage to the cages and if there is a hole then this will give the animal a chance to dash out for freedom, basically they will escape. So again their cages must be replaced to prevent this from happening. Any source of damage found must then be resolved for the animals sake. Involving the suitable companionship, animals for example

the snake are known to be solitary animals and so they should be housed separately to prevent stress and harm. And for animals who are known to be social for example guinea pigs they should be housed as a pair or in a group as this encourages their happiness and protect one another as well.

Moving onto the legislations. Valeshire Pet Store should follow the following legislations. The Health and safety at work act 1974, which protects people e.g. the staff, owner and customers within this business. COSHH, control of substances hazardous to health, for example cleaning solutions like ^{bleach} bleach. Data protection act 2018. This protects personal data that involves the people but also the animals as well. Equality act 2010, this means everyone involved the store should all be treated equally, no discrimination at all. Pet animals act 1951 involves the 5 welfare needs and to be able to legally sell animals under local authority. And even possibly transporting act 2000. Animals must be clean and suitable for species (size, escape proof). Mustn't travel if near to give birth, very young, sick or injured. Infants must travel with their mothers as they are still needing to be fed, noise must be minimised, adequate lighting and the correct paper work e.g. animal transport certificate.

(Total for Activity 1 = 20 marks)

This response gave detailed information regarding the Animal Welfare Act, and then went on to discuss the needs of the animals, however this was done in the form of many statements outlining how the animals should be cared for and what should be done. The learners did not really engage with the stimulus material provided and outlining where welfare needs were not being met and why resulting in 6 marks being awarded.

I have been instructed to write an appraisal report of Valeshvie Pets, to help me with this I shall use the five needs, as stated in the Animal Welfare Act 2006. These needs are, the need for a suitable environment, the need for a suitable diet, to be housed with or apart from other animals, the need to display natural behaviours and to be protected from pain, suffering, injury and disease.

Firstly, looking at the layout of the pet shop it is good that the rodents (hamsters, gerbil, rat and mice) are placed close to each other, because they share the same temperments and ~~it~~ being housed near each (in separate enclosures) is the norm. However there is a problem, in that the hamsters are placed next to the snakes. As snakes eat rodents, this may cause problems for both the hamsters and snakes. The hamsters may feel stress, knowing that they're predators are close by. It may also cause stress to the snakes

as they will be able to smell their natural diet, yet will not be able to access it. This goes against the need to be housed with or apart from other animals. ^(Animal Welfare Act 2006) I would suggest that there be a layout change in order to separate the snakes from the rodents, perhaps moving the snakes to another section of the shop.

This situation also goes against the need to be protected from pain, suffering, injury and disease, ^(Animal Welfare Act 2006) as with the enclosures being so close to one another, would cause stress to both species.

I am pleased to see that the guinea pigs and rabbits are housed separately, as the Animal Welfare (licensing of activities involving animals) (England) Regulations 2018, states that "Guinea Pigs and rabbits should not share an enclosure. However, I can see that the Guinea pig cage is placed right next to the coldwater fish tank. This could drop the temperature of the guinea pig cage and this goes against the need of being protected from pain, suffering, injury and disease (Animal Welfare Act 2006) as a drop in temperature to the guinea pig ~~cage~~ cage could cause them to become ill. Again, here I would suggest a re-arrangement of the layout to prevent this.

Another problem I see with the layout of this pet

shop, is that the Macaw Cage is placed next to the pet food ~~storage~~^{area}. This may mean that the Macaw may be able to smell the food and will become stressed by not being able to access it.

This again goes against the need to prevent pain, suffering, injury & disease as the macaw may become stressed by not being able to access the food. A stressed macaw could start to make loud noises, which in turn could bring stress to nearby animals such as the rabbits and guinea pigs.

Looking at the Valshire Pets species list I can see both positives and negatives. Positives include same sex enclosures, for example, the 3 male Hermann's tortoises and the 2 female degus.

Having same sex enclosures avoids mating and keeps hormones such as testosterone and oestrogen at calm levels. However, in this pet shop there are many cases of mixed sex enclosures, for example the 3 male and 3 female rabbits and the 7 male and 3 female guinea pigs. By housing them together this could lead to mating and babies of the species being born, which means the shop could very quickly become overloaded with animals, meaning that they are not able to give them a suitable environment, another of the 5 needs from the Animal Welfare

Act (2006) By mixing sexes it could cause hormones such as testosterone and oestrogen to rise, this could cause competition within the males of the species, causing them to fight and cause harm to each other. This goes against the need to be protected from pain, suffering, injury or disease. To prevent this from happening I suggest that males and females are separated from ~~looking at the staff notes~~ ~~looking at the staff notes~~ one another in separate enclosures.

Another negative of the species list is that there is only one lovebird, lovebirds are naturally kept together in at least pairs. Having only one lovebird could cause it stress and loneliness, again going against the need ~~for~~ to be protected from pain, suffering injury or disease. ~~suggest that~~ Also in the Waleshire Pets sale of animals procedure, it states that all animals should be sold as individuals not ~~as~~ in pairs or groups, this should not be accounted for the lovebirds as they should be sold in pairs.

Some positives of the sale of animal procedure are that it states that all animals must be health checked before they are sold. This falls in line with the Animal Welfare (licensing of activities involving animals) (England) Regulations 2018, which

(Total for Activity 1 = 20 marks)

This response engages with the stimulus material to identify welfare issues it outlines how this would affect animal welfare and then links this to the five needs and legislation. It is also a balanced response that outlines both negative and positive aspects of the animals within the stimulus provided demonstrating good application, knowledge, understanding and reasoning, and as a result of this they have gained all 20 of the 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 some learners structuring their response around each piece of stimulus material and outlining how that information had allowed them to assess animal welfare, not what additional information would have proved useful and why. As seen in previous series there were also a large number of learners that just outlined what information was missing rather than discuss the usefulness of what had been provided as well.

The stimulus material booklet is useful to some extent. The booklet tells us which animals are kept where however it doesn't tell us the dimensions of the enclosures. This makes it impossible to tell if there is enough space for the amount of animals in the enclosure. So the dimensions of each cage should be added to the booklet to complete a comprehensive appraisal report.

The stimulus material booklet also doesn't tell us what kind of cages they're kept in that means we can't assess whether they're housed properly. This covers temperature, bedding and lighting for the animal.

This response has scored 3 marks as it mentions that the information provided allows some appraisal it doesn't discuss the usefulness of the information provided. It then outlines some additional information that may allow a more comprehensive appraisal to be carried out with very limited reasoning and it is only the cage sizes that has any reasoning as to why this information would help.

The information provided in the Animals Material booklet ^{does not} allows for a good, comprehensive appraisal to be conducted.

To begin with the layout plan does not include any form of measurements and number of enclosures per species - ^{it needs to} be given so it can be seen if the enclosures fit the size ~~length~~ ^{depth} requirements for each animal or the amount of ~~animals~~ the species per enclosure and to ensure they have ^{need to} be housed with or without others of the same species per enclosure and to ensure they have ^{need to} a comprehensive ~~condition~~ review of enclosures measurements of length, width, height and depth are given for each species ie hamsters need depth for burrow and length in animals they are ground dwellers but rats need height as they like to climb. Volatile pets ^{need to} also include in the layout or on a separate page that ~~all~~ of each enclosure material ie glass for gerbils as they can chew and mesh for rats for ventilation and climbing - specifics need to be given to ensure their suitable environment accommodation and to meet the council guidance for housing that all animal housing must benefit

constructed and checked for damage to stop any injury
illness, disease or escape. Also with accommodation
valerie needs specific detail on temperature and
ventilation for each species as well as light source
suitable for the individual needs.

on Valerie pet species but detail such as age, ^{(new or +} ^{spaying}
how many are housed together ^{needs} ^{to be} ^{sexually} ^{mature)}
included to conduct a comprehensive report on the
welfare of the animals.

further more the ^{more} ~~valerie~~ pet ~~needs~~ ^{needs}
to include more information on each animal (dref E
nutrition-proline level fiber level, pellet, mix etc)
as well as how animals are given enrichment and
exercise which are ^{required} ~~needed~~ to meet behavioural needs

All of the information listed will be needed to
complete a full comprehensive appraisal report.

This response is an evaluation which is structured around each piece of stimulus material provided in some cases stating its usefulness but also outlining what additional information they would have liked to have had in order to complete a more comprehensive appraisal. There is reasoning to support the additional information identified as being missing. This response was awarded 7 of the 10 marks available 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 that will address the welfare issues that they have identified in activity 1. A number of the learners produced an action plan that contained no priority between the actions or timescales that had no differentiation between them. In addition to this a number of learners based their actions plans around the information that was missing rather than the welfare issues identified resulting in limited marks being awarded. 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 using a table or subheadings to outline the action, reasoning, timescale and priority.

The main action to be taken is that some animals should be moved around. My reasoning is that it is a bad idea for snakes to be kept near rodents, I believe the best action to take is to swap the snake vivarium with the lovebird cage. - This action should be done as quickly as possible to avoid any future incidents.

To make room for the lovebirds cage the gerbil and rat enclosures should be made smaller as there is only 2 of each species per their enclosures. This action should be done before moving the enclosures ~~around~~ so the whole process is done quickly.

This activity has achieved only 2 marks out of a possible 10 marks, as the learner had produced an action plan that whilst it has addressed the welfare issues identified the suggested actions have the same timeframe, giving no differentiation between the priority or providing any real reasoning the actions or timeframes. This action plan, therefore failed to show an understanding of the importance of the actions and their links to animal welfare.

What	Why	When	Priority
seperate the 2 con snakes to seperate vivariums	Prevent fighting and serious injury or even death	1 week	1
Change the placement of the isolation room away from all animals and public facilities	Stop the spread of harmful illnesses or diseases to the animals, staff or customers.	3 weeks	4
Enclude a reconstruction plan with sizes and materials			
Move the con snakes away from handlers and all natural prey	Prevent health issues like stress	2 weeks.	2

What When	Why	When	Priority
<p>Slowly add another weebird to the same cage</p>	<p>stop health issues like depression and allow natural eusocial behaviour</p>	<p>2 weeks</p>	<p>5</p>
<p>Separate the cleaning equipment from the isolation room</p>	<p>To ensure the clean equipment doesn't get infected and pass on diseases to the healthy animals or staff</p>	<p>3 weeks</p>	<p>3</p>

This response has scored all of the 10 available marks as the action plan has been structure in a table with columns of what, why, when and priority. Which has resulted in all of the identified actions stating the reason it needs to be carried out, the timescale for the welfare issue and priority of the issue. Which has demonstrated a good clear understanding of the welfare issues and their importance.

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.

Activity 4

As this is the usual structure of this paper, learners are provided with an additional scenario for activity 4. They then use their knowledge and understanding of the ethical issues outlined taught from the specification and apply these to the scenario, in this exam the use of animals in education. As seen in previous series a number of learners addressed the scenario with no reference to any of the ethical theories. Whilst a number of learners outlined the ethical theories without any links to the scenario thus providing a generic response and gaining limited marks on this activity.

When having any type of classroom pet you need to think about, 'is this animal suitable', 'can this animal stand loud noises', 'is this animal okay to be picked up' and 'is this animal safe'.

In primary schools the environment is going to be loud so the animal is going to stress. Also the animal may be allowed to be held and passed around.

Using the animals in education and workshops can cause accidental injury if not held in a correct way or if it ends up escaping.

The animal must be kept in a suitable environment with the correct diet and needs regular health checks.

The animal must be showing natural behaviour patterns so you know the animal is healthy and okay in a busy environment.

To keep an animal you need to know their physical / natural wellbeing.

You also need to know whether they should be housed with or apart from another species.

In an ethical scenario you need to be able to think about whether bringing the animal in, how would it react to a different environment. You need to know how comfortable your pet is around other people. You also need to know if your animal is fit to come in.

This response was awarded 5 of the possible 20 marks available, as although they discussed some of the issues surrounding the welfare implications of using animal in education showing knowledge and understanding they did not link this to any of the ethical theories, in addition to this all of the points raised only outlined the disadvantages of this scenario.

(20)

On one hand I feel this could be beneficial, as we are teaching people how to look after their pets properly. However on the other hand, is it encouraging people to buy pets unnecessarily? Is the pet shop maintaining the welfare of the animals by displaying them for educational use? Are classroom pets being looked after properly, when you think they would need to be taken home at the weekend?

Educational workshops provided by pet shops, when you think ^{the} stakeholders involved would be the pet shop over the animals + the customers.

The pet shop is gaining advertisement money + the people going there may tell their friends.

The animals involved don't get much say in the matter, but do they

really want to be handled that day, do they want to be disturbed with people + children poking + staring at them.

Customers may be wanting to learn new things but not want to pay.

In regards to classroom pets, is a distraction for children, do parents want their child to bring home a pet for the weekend, if so the animal may not be looked after.

For the animal it may be stressful being moved to her house, making new smells, etc.

From the point of view of a Consequentialism if the outcome is to educate people in how to look after their pets properly, the way the animal is treated during the process would not matter.

For example a Contractarianism would solely be focused on the cost of the issue. However if it is being charged for they would be gaining income.

For a Utilitarianism they would only consider the animal on the sentence like a dog would

be consider Sentient.

For someone of a respect for nature they ~~only consider the issue~~ if focus would be animals that may be endangered, to teach people about.

Someone of an environmental ethics they would consider ^{our moral duty} ~~the animal~~. However, Sentience centred would be worried if the animal is, they feel, Sentient, if not Sentient maybe the welfare of the animal may neglected.

For someone human centred, the pets would not be treated a good welfare standard due to Humans have no moral duty, however looking at it from this view there would probably be no education at all.

An Environment centred person would consider the issue from all angles.

AS both animal + human are equal. So humans would need to be educated to understand there pets needs

For a deontology/duty ethics, we have a duty to look at the issues concerning the animals. The education of animals would not outweigh their welfare needs.

Relational importance would be focus on their own pets that they have an attachment to than the ones being used for education, again the welfare needs may not be met.

Animal rights would have to consider if the animal being used is being treated in way the animal would like.

Considering all this, this issues do not outweigh the outcome, for people are being educated in how to look after them properly. The pet shops would also benefit.

(Total for Activity 4 = 20 marks)

This response has scored 18 of the 20 marks available for this activity they have produced a balanced discussion which demonstrates a good knowledge of the welfare issues associated with the use of animals in an educational setting, together with the benefits of doing so. They have a good understanding of the ethical theories and have linked these well to the scenario giving examples and reasoning.

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 using relevant examples



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