

1806 Unit 4: Animal Welfare – mark grid

General marking guidance

All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.

Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.

Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.

All marks on the mark grid should be used appropriately.

All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should be prepared to award zero marks if the learner's response is not worthy of credit according to the mark grid.

Where judgement is required, the mark grid will provide the principles by which marks will be awarded and exemplification may be limited.

When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance for levels-based mark schemes

The marking grids have been designed to assess learners' work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a levels-based marking grid, the 'best fit' approach should be used.

Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.

The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.

Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1: Review the routine tasks and procedures at Newstown City Farm.

(20 marks)

Indicative content

Answers should demonstrate understanding of why each issue could affect routine tasks and procedures and reasons why identified improvements could help.

Areas for discussion in response to unit layout, capacity and facilities, such as:

- farm office in good position for observation of animals and people
- no reference to monitoring levels of feed used or good practice for storage and use
- not clear where/how chickens roam etc. – would be better to have a dedicated enclosure in one of the paddocks
- staffing during the hours of 8am-6.00pm looks reasonable Mon/Tues/Fri
- small numbers of animals so should be relatively straightforward to meet their needs with the number of staff.

Issues linked to cleaning procedures:

- all litter needs to be removed for effective full cleaning
- no reference to daily cleaning of water vessels
- cleaning walls then floors is likely to spray dirty water back onto the walls
- disinfectant instructions stated, but cleaning procedures do not allow for:
 - rinsing detergent with water
 - low pressure equipment to be used.

Issues linked to daily, weekly and monthly routines and staffing, such as:

- animals are fed very late and not evenly spaced – not logical order or differentiation for species
- staff rota means this routine isn't going to happen at the weekend, plus staff holidays mean that the routine isn't going to be practical on the Wednesdays and Thursdays - no indication of how this may be managed/dealt with
- not clear who is in charge or who issues should be reported to in relation to the health of individual animals
- laying is likely to begin before 6am and eggs may need to be collected more frequently
- may be difficult to get hens to go indoors within the given timeframe at the end of the day – no account taken of day length/time of year
- perimeter fencing/hedging should be checked more frequently to make sure predators and vermin cannot enter
- the long haired guinea pigs will require regular grooming to maintain cleanliness and welfare
- planning for farm use further than the day ahead may help to maintain animal welfare and efficiency
- no preventative health plans in place

- no feeding plans in place.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Routine tasks and procedures	0	1–5	6-10	11–15	16–20
	No rewardable material.	<ul style="list-style-type: none"> Limited understanding of how the five needs are met in the given context. Limited analysis of prioritising tasks according to the context. Limited evaluation of routines and procedures in the given context. Makes relevant connections, with limited justification, between routine tasks and how they meet animal welfare. 	<ul style="list-style-type: none"> Adequate understanding of how the five needs are met in the given context. Some analysis of prioritising tasks according to the context. Some evaluation of routines and procedures in the given context. Makes relevant connections, with some justification, between routine tasks and how they meet animal welfare. 	<ul style="list-style-type: none"> Detailed understanding of how the five needs are met in the given context. Detailed analysis of prioritising tasks according to the context. Detailed evaluation of routines and procedures in the given context. Makes relevant connections, with detailed justification, between routine tasks and how they meet animal welfare. 	<ul style="list-style-type: none"> Comprehensive understanding of how the five needs are met in the given context. Comprehensive analysis of prioritising tasks according to the context. Comprehensive evaluation of routines and procedures in the given context. Makes relevant connections, with comprehensive justification, between routine tasks and how they meet animal welfare.

**Activity 2: Review the health and safety requirements at Newstown City Farm.
(15 marks)**

Indicative content

Answers should demonstrate understanding of how well health and safety is being promoted and maintained, with reasons why identified changes to the day-to-day running of Newstown City Farm could help to achieve this.

Areas for discussion could include:

- height of outdoor fencing is not stated, may not be suitable protection from predators for all animals
- metal sheet shelters might not be suitable in hot weather, may also not be particularly safe if damaged
- availability and use of PPE
- safety data sheets for detergent/disinfectant are referred to but not in an active way
- disinfectant instructions state, but cleaning procedures do not allow for, appropriate ventilation or staying out of the barn for the correct length of time
- hand washing facilities/good hygiene practices required, reference to spread of disease.

Gaps in the stimulus material should be acknowledged, such as:

- no guidelines or reference to COSSH data sheets for rat poison
- no mention of staff training
- label for detergent use is not available
- no obvious hand washing facilities or instruction to maintain good personal hygiene, cover cuts or grazes, or wear overalls
- no reference to first aid kit or what to do in an emergency
- no information for workers on how to deal safely with the different types of waste they will be dealing with – manure/carcases/eggs and egg products.

Assessment focus	Band 0	Band 1	Band 2	Band 3
Health and safety requirements	0	1–5	6–10	11–15
	No rewardable material.	<ul style="list-style-type: none"> • Generic knowledge and understanding of health and safety with minimal reference to given context. • Limited analysis of routine tasks and how they meet health and safety. • Makes simple connections between the importance of safe working practices and the given context, with minimal evaluation. 	<ul style="list-style-type: none"> • Relevant knowledge and understanding of health and safety requirements with some appropriate references to the given context. • Some analysis of routine tasks and how they meet health and safety. • Makes some relevant connections between the importance of safe working practices and the given context, with some developed evaluation. 	<ul style="list-style-type: none"> • Relevant and detailed knowledge and understanding of health and safety requirements with appropriate references to the given context. • Detailed analysis of routine tasks and how they meet health and safety. • Makes relevant and appropriate connections between the importance of safe working practices and the given context, with a well-developed evaluation.

Activity 3: Review the legal responsibilities at Newtown City Farm. (15 marks)

Indicative content

Answers should demonstrate understanding of how well legal responsibilities are being met and reasons why identified changes to the day-to-day running of Newtown City Farm could help.

Areas for discussion in response to the legal requirements, such as:

- reference to how legislation impacts on different areas in terms of the way Newtown City Farm is run, e.g. animal welfare, animal health, hygiene, biosecurity, traceability
- reference to the implementation of the Animal Welfare Act 2006/Welfare of Farmed Animals Regulations 2007
- reference to the possibility of registering with the Great Britain Poultry Register for effective communication about disease outbreaks
- reference to waste disposal regulations
- animals that are injured or in ill health must be able to be isolated in suitable accommodation with appropriate, clean, dry and comfortable bedding
- reference to identification of animals (tagging etc.).

Gaps in the stimulus material should be acknowledged, such as:

- no reference to risk assessments
- no reference to workers having access to the Defra Codes of Practice for all animals
- no reference to record keeping or responsibilities for reporting issues
- unclear if there are permanent water sources in the outdoor areas
- no reference to checking new animals for diseases
- no reference to emergency contacts during the daytime or when the farm is locked overnight
- no reference to fire safety/evacuation procedures.

Assessment focus	Band 0	Band 1	Band 2	Band 3
Legal responsibilities	0	1–5	6–10	11–15
	No rewardable material.	<ul style="list-style-type: none"> • Generic knowledge and understanding of legal responsibilities and requirements, with minimal reference to given context. • Limited analysis of routine tasks and how they meet legal responsibilities. • Makes simple connections between the importance of legal responsibilities and the given context, with minimal evaluation. 	<ul style="list-style-type: none"> • Relevant knowledge and understanding of legal responsibilities and requirements, with some appropriate references to the given context. • Some analysis of routine tasks and how they meet legal responsibilities. • Makes some relevant connections between the importance of legal responsibilities and the given context, with some developed evaluation. 	<ul style="list-style-type: none"> • Relevant and detailed knowledge and understanding of legal responsibilities and requirements, with appropriate references to the given context. • Detailed analysis of routine tasks and how they meet legal responsibilities. • Makes relevant and appropriate connections between the importance of legal responsibilities and the given context, with a well-developed evaluation.

TOTAL FOR TASK = 50 MARKS