

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:
(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:

- feed and bedding storage is inappropriate as it is not in impervious closed containers
- open-top pen does not allow for rabbits to avoid being disturbed by customers
- hutches could be draughty if the shop doors are left open
- no procedures for dealing with diseased animals or checking for parasites etc. when they arrive at the shop
- layout of shop means that it is difficult to observe customers interacting with rabbits if the till is being used.

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

- tasks are not logically ordered to allow the pet shop to open at 9.30am, e.g. feeding frequency, lack of health checking prior to opening
- no checking for damage to hutches/enclosures
- no reference to cage record cards or other identifiers for rabbits in each hutch
- no hutch cleaning or reference to checking droppings as part of health checks
- care for guinea pigs and hamsters is not mentioned in the routines
- pet shop rewards pet sales, which could lead to competition for sales rather than ensuring the potential owners are suitable
- vet visits once a month, which may mean that animals are missed if they have been bought in and sold in the gap between
- clipping and trimming may need to be carried out more frequently, on an as-needed basis
- no mention of amounts or types of feed for any of the animals, including reference to feeding fresh vegetation.

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:
(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 day-to-day running of the pet shop could help to achieve this.

Areas for discussion could include:

- storage of boxes next to the fire exit could obstruct access
- isolation area is not appropriately isolated from the public or other animals
- sink in staffroom appears to be the only place to wash items, so risking contamination between items for human / animal use.

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

- no reference to emergency procedures such as evacuation of livestock in the event of a fire
- no reference to written training policy or records of systematic staff training
- no reference to standard cleaning procedures or use of detergents / disinfectants.

Assessment focus	Band 0	Band 1	Band 2	Band 3
Health and safety Requirements	<p>0</p> <p>No rewardable material.</p>	<p>1–5</p> <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. 	<p>6–10</p> <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. 	<p>11–15</p> <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:
(15 marks)**

Indicative content

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

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

- areas of legislation may be referred rather than be explicit
- reference to the Pet Animals Act 1951 (as amended in 1983): accommodation must be suitable, licensing required for sale of pets
- reference to Animal Welfare Act 2006
- leaflets should be free of charge rather than priced.

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

- no reference in staff information to minimum age of people who are sold pets
- information in licence does not relate to guinea pigs, and so the pet shop may not be licensed to keep them, in which case they should not be boarding them either
- no reference to admission forms for boarding the guinea pigs
- no reference to acclimatisation period of animals
- hamsters are referred to in the layout and licensing but not in the livestock information – it may be that they don't have any, or it might be a problem that there is no information.

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