

# **L2 Lead Examiner Report 1906**

June 2019

**L2 Technical Diploma in  
Animal Care Unit 4 21177 K04**

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## 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>

### Unit 4: Animal Welfare

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	NA	16	25	34

## Introduction

The assessment followed the format identified in the sample assessment materials and was split into three activities. Each activity required learners to demonstrate knowledge and understanding of a range of specification topics and apply this to the scenario presented in the stimulus material.

A ‘levels-based’ approach was taken when assessing the responses for each activity, where the overall quality of the learner response was considered rather than the specific number of facts stated from the indicative content.. More detail can be found below in the individual activity section of the report.

## Introduction to the Overall Performance of the Unit

This report has been written to help you understand how learners have performed overall in the task. For each activity there is a brief analysis of learner responses. You will also find examples of learner responses to the activities, along with features that led to the mark awarded. These should help to provide additional guidance helping you to prepare your learners for future examination series.

The style of the assessment is challenging for many learners as responding to the stimulus material appropriately requires a breadth and depth of knowledge and understanding from across the specification. This includes how animal welfare standards are promoted and maintained, along with safe working practices and compliance with relevant legislation when working with animals.

The stimulus material provides information on a fictional scenario where animals are cared for. Learners may not be familiar with a particular setting, but they should be reminded to draw on their own experience related to points from the given context, applying this to how good practice of animal welfare standards should be managed. It is clear when learners have recalled generic information, or contexts from previous series, as responses lack appropriate links to the scenario. These responses demonstrate characteristics no higher than Band 1 descriptors.

Learners should be encouraged to show that they understand the underlying importance of the issue they have identified, in terms of meeting animal welfare needs, safe working practices or legal responsibilities. Responses that omit this aspect will restrict the marks that can be awarded, even if they include sensible suggestions for improvement. The deeper understanding of why policies and procedures are in place to protect the welfare of animals, and those who care for them, needs to be demonstrated in responses that are to be awarded higher marks.

Higher marks in all activities were attained by learners who approached responses logically, in each point making it clear which part of the stimulus material was being considered, giving an assessment of good or poor practice, why it was of importance (in meeting welfare needs, maintaining good health and safety, or complying with legal requirements and responsibilities as appropriate to the activity) and making sensible suggestions for improvement / justifying why it was good practice. They drew out a range of points from across the stimulus material that were relevant and focussed.

In the 1906 series a number of responses lacked focus as regards the requirements of each activity. **Activity 1** responses should consider the needs of animals, while **Activity 2** responses should consider the health and safety aspects of humans working and interacting with animals. **Activity 3** must be based around the legal responsibilities of those within the scenario.

Learners must be aware that notes or responses on the stimulus material are not looked at when marks are awarded. Credit is given only to responses in the designated answer space or additional sheets which clearly identify the activity they relate to.

## Individual Activities

The following section considers each activity on the paper, providing examples of common learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

### Activity 1

Some very good reasoning was demonstrated by learners who selected relevant information in the stimulus material and adopted the following approach:

- identifying the extent to which the college met the five animal needs through the layout, routines and tasks, including noting the significance of where information was lacking
- explaining why those routines or activities were important to the welfare of the animal
- suggesting changes that would address those needs which were both reasonable and practical
- explaining how these improvements would lead to higher standards of animal welfare

The best learners structured their responses well, prioritising their discussions and discussing a broad range of issues linked to each animal species.

Learners who identified a number of issues within the context but with only some reasoning (that was occasionally tenuous or showed a lack of understanding of the context) were limited to achieving 6-10 marks for their answer. As in previous series, learners who did not reference each of the five animal welfare needs in their responses were unable to gain marks in bands 3 or 4.

Some learners demonstrated a lack of being able to apply what they knew to the stimulus material: these learners frequently began their responses with variations on *'Duckwood Animal Shelter does everything very well'*. Those who identified the most obvious flaws in routine or layout but did not give suitable reasoning about

the importance of these to maintaining good animal welfare standards, were limited to Band 1 (1-5 marks).

### Learner Response 1 (20 marks)

At Dickwood animal shelter ~~these~~ animals must be kept in accordance to the five needs of animals. The first need is suitable diet.

No feeding charts were shown in the ~~farm~~ shelters specs. This is very important information and should be shown for each animal specifying different dietary requirements or any vitamin supplements they may be on. One major concern is the reports of ragwort in the field, as ragwort is poisonous to cows and other grazing animals, these reports should be investigated and if any ragwort is found that part of the field must be sectioned off so no cows can graze near it, then it must be disposed of properly.

The next animal welfare need is suitable environment. In the indoor enclosure, the hedgehog is kept in the same room as the dogs and cat, this is a potentially

dangerous situation for the hedgehog to be in as if the cat can get its paw through the bars it may be able to strike and injure the hedgehog. To improve this I would make a separate room at the shelter especially for the hedgehogs.

The third animal welfare need is to exhibit normal behaviours. On Duckwood Animal Shelter there is a cow with a young calf, as the calf is so young I do not think the public should have access to them yet as the mother would get protective and stressed with new people around her calf, the calf would also be stressed and nervous, meaning neither would be exhibiting normal behaviours. I think that until the calf is at a more mature and suitable age, the cows barn should be off limits to the public.

The fourth animal welfare need is to be housed with/apart from other animals. ~~the~~ Hedgehogs usually prefer to be housed separately although all three are kept in the same enclosure. To improve this the hedgehogs should be separated so they each have their own area. There are seven Mallards at the farm but two are kept in indoor enclosures while



The other five stay outside. Mallards are very social birds and should not be separated, also all mallards should be kept inside away from any predators, to improve this I would have a shed outside near the pond where all seven mallards can go during the night, this shed would be secure with no <sup>way</sup> access for predators to access the birds.

The final Animal Welfare need is to have protection from illness suffering and pain. Hedgehogs are disease harbouring animals who can transmit diseases very easily to other animals, for this reason I don't think they should be kept in the indoor enclosure with the dogs cats and mallards as they may make the other animals ill, instead the hedgehogs should have a separate enclosure to stop the spread of disease. There are also no isolation rooms for animals if they get sick, this is very important as most animals are housed in groups and you should be able to isolate any animal before they get a chance to make any of the other animals ill.

~~At~~ On the routine schedule at the shelter there are no deep cleans, only spot cleans and

full cleans, deep cleans are needed with chemicals to ensure no harmful bacteria can grow in enclosures.

The water and food in the enclosures is checked every day, however food and water should be removed, ~~the~~ and be refilled completely every day, as stagnant water can harbour disease over time, especially if animal waste may get into it. As this cannot be seen most of the time to be safe they should empty out and dispose of old food and water, clean out the containers and refill them to stop animals contracting disease.

Learner response 1 gained the maximum total of 20 marks. This learner has considered aspects from throughout the stimulus material and carefully structured their response to ensure all five animal welfare needs have been addressed. The importance of the issues they have identified has been given, with reasonable and practical suggestions made for how the needs of the animals can be better met.

**Learner response 2 (5 marks)**

At Duckwood Animal Shelter the layout of the shelter; isn't good for the animals, as the Carpark is right in the middle of the place for where the animals are.

The Outdoor enclosures are stack on top of one another, which is not suitable for the animals; however they are made out of metal, so that they can't escape the cages.

On ~~Wednesday~~<sup>Sunday</sup> Liz is supposed to be cleaning out all of the cages, so that it is ready for Monday, however she won't be able to do all of these so some animals enclosure might not get cleaned out, as she won't have another time

The indoor enclosure is right next to the cafe which isn't suitable for the animals in there

because they will just keep hearing and seeing people walking by also there is no isolation unit for when the animals are hurt or that need proper care.

For the feeding guide it doesn't tell you how much to feed the animals or what you should feed to them, or if any animal would need special food for them.

However on the staff rota there isn't enough people because on Wednesday Elsa has to take the animals to the vet for a check up, however, on Monday Oliver is put down for the afternoon, which tells us that the animal won't get fed in the morning because no-one is in on that day, also that the delivery will be coming in on Wednesday when Elsa is by herself.

Learner response 2 has identified some areas where improvements could be made, but there is a lack of extension as regards the five animal needs and the impact of these issues on them. None of the species present within the shelter are considered individually and improvements can only be inferred by the reader from the poor practice identified.

## **Activity 2**

Learners who achieved well in their responses to this activity clearly focussed on the health and safety of the volunteers, staff and visitors to the shelter. They identified issues from across the stimulus material, explaining the importance of the issues to safe working practice, and made suggestions for improvements that were practical and reasonable.

Some good considerations of the purpose and availability of risk assessments were seen, both in terms of the scenario and referencing learner experience.

A large proportion of learners, however, focussed their answers entirely on animal health and in these cases responses read as a continuation of activity 1. A small number of learners demonstrated very little understanding of safe working practices being to protect the health and safety of workers: as an example, stating that the lack of direction about which personal protective equipment (PPE) was 'against the law', without any reference to how PPE can help protect against injury and/or spread of disease.

Answers that were focussed entirely on animal health, or only made passing reference to human health and safety, were unable to achieve marks higher than the top end of band 1 (5 marks).

**Learner response 3 (10 marks)**

The health and safety act of 1974 isn't being met in multiple ways. The shelter allows public access to the fields with the cows and pigs, this is a health risk since if the animals injure the public, this will result in a shutdown and public casualty. Another problem is there being no actual fire exits in any of the buildings, this means in the emergency of a fire people won't be able to evacuate since there are no fire exits. They also have a shortage of people on Monday, Thursday, and Sunday. This is a risk since if a member of staff or a member of public gets injured, they won't have enough people to respond to the situation. They do however have the emergency contact info displayed and allow the staff to be aware of where to assemble. They don't however have any bins to help dispose waste, this allows for bacteria to build up which can cause infection for the staff and public. They do have a hand sanitation area, this



is a good thing since it prevents disease and illness for the public and staff. However the waste and bin store isn't locked and secured from the public, this means any member of the public could access it and harm themselves which would have a lack of response due to no one being around potentially. I would recommend the Shelter doing training weekly if needed instead of monthly, this ensures all the staff are up to date with the health and safety act of 1974, this also prepares them for any emergency. I would also limit access to the barn and field to avoid any injury from occurring, this also lets the staff focus on less areas and more on running the shelter. They also allow risk assessments to volunteers and provided ppe this helps follow health and safety since its protecting the volunteers from injury or sickness.

Learner response 3 makes reference to a number of health and safety issues from the stimulus material and provides appropriate and relevant suggestions for improvements. There are some areas of weakness in extending the points made that limit the response to band 2.

**Learner response 4 (4 marks)**

In case of an emergency, there is no gathering point. need to specify when animals get the field or when humans get to go through it. ~~But~~ there is also no mention of fox picking, as that is an easy way to spread disease and illness. also daily cleaning of in door animals. do the cows and pigs get the field at the same time? that's not safe. ~~there~~ there are also no fire exits for the farm. need to make sure animals can't get out, so make sure correct doors, gates and pens are locked. there is also no mention of grooming the animals that need it such as cat and dogs.

Learner response 3 identifies several places where health and safety practices are lacking, but the focus is on animal health. Those parts which are relevant to human health and safety have not been expanded upon in terms of importance to safe working or what improvements could be made.



### **Activity 3**

Many learner responses to this activity were very poor and frequently repeated material from activities 1 and 2 without actual reference to legislation or legal responsibilities, which indicates a lack of familiarity with the effect of legislation on the management of animal welfare in different contexts.

As had been the case in some previous series, many learners criticised the concept of lone working as being against the law, with most not providing any reasoning in much depth. The Health and Safety at Work Act has provision for risk-assessed lone working: it was clear where learners were aware of this and gave some consideration to the implications of that related to the scenario. Some learners correctly referenced legislation around Health and Safety at Work, Control of Substances Hazardous to Health (COSHH) regulations and the Countryside and Wildlife Act.

All relevant references to legislation that were correctly applied to the context were recognised when awarding marks to this activity, including references to the Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018.

**Learner response 5 (13 marks)**

Duckwood Animal Shelter does not cover all the legal responsibilities

it ~~needs~~ needs to.

The biggest offender is ~~that~~ the fact that they do not follow

The Animal Welfare Act of 2006. ~~They do~~

They do not provide suitable enclosures for their animals;

for example, they keep 2 Mallard ducks in the 1m x 1m x 1m

indoor cages, whilst the law requires a bird to be able to stretch

its wings out fully in any enclosure it's being housed in, Mallard

ducks have a wingspan of 80cm - 95cm, which is just barely

acceptable.

They have no way to identify their animals. The law requires

dogs to be microchipped and with a collar and ID tag at all

times, however there is no indication to say that this is the

case. This is also an issue with their livestock, as they do

not have any tags, branding or other forms of identification.

This is an issue because there would be no way ~~for~~ to find

an animal if it went missing, and no way to identify it if found,

or perhaps injured.

There is no mention of enrichment for any of the animals, which

comes under The Animal Welfare Act (2006). A lack of enrichment

can lead to stress or boredom, which could then lead to

stereotypical behaviours such as swaying, pacing or bar biting. // There is mention of regular inspections on their checklist of improvements, but this means that they do not have this procedure already. This isn't good because it means that there is nobody checking their shelter for issues, which could be potentially dangerous.

The shelter also does not ~~have~~ have an accident report book. This is bad because it means they have no record of any injuries to their staff or the public, whether caused by an animal or a piece of equipment. This falls under RIDDOR. ■

PPE is mentioned, but the volunteers and staff are not told what equipment should be worn in which situations. This is potentially dangerous because a lack of Personal Protective Equipment could lead to injury.

Finally, records such as medication, animal deaths and risk assessments are not being kept. This is a legal requirement and is a massive issue because the workers do not know ~~the~~ which animals have had what procedures and medications in the past, and could potentially hurt the animal if they give it the wrong thing.

Animal death records should be kept because it lets the employees and volunteers know how many animals are currently at the shelter and if there are any harmful diseases (if an animal died from one).

Learner response 4 identifies specific legislation in an appropriate and relevant way, as well as pointing out where a number of the legal responsibilities are not being met. The points made are justified in terms of the importance of the legal responsibilities being met, but the response does not gain the full marks available because the improvements that would allow the shelter to meet their legal responsibilities fully are not explicitly stated in each case.

**Learner response 6 (4 marks)**

There is no indication of record keeping, or of the dogs being microchipped, or having name tags, or of the livestock having ear tags as identification. There should be a clear list of instructions during a fire, such as a building away from a fire as a meeting point. They have a legal responsibility to ensure the comfort of shelter residents and 1m x 1m x 1m does not meet it. Larger enclosures are needed to ensure the welfare need of a suitable environment are being met. To not do so, is not legal. There are no indications of when regular safety inspections occur, or the times listed.

This response has identified some issues in the shelter's compliance with legislation, though it is heavily reliant on the checklist provided in the stimulus material. There is no real consideration of the importance of meeting the legal requirements for the shelter, and very limited reasoning present.

## Summary

Based on their performance on this paper, learners should:

- Ensure they are providing a suitable response related to the requirements of each activity
- Provide reasoning for the issues they identify and improvements that they think would improve animal welfare, safe working practices and meeting legal responsibilities in the appropriate activity response.
- Ensure they refer to the stimulus material in their responses
- Be aware that any checklist relating to legal requirements is an indicator of legal responsibilities, rather than a summary of current practice, within the scenario
- Give thought to the structure to their responses so that they can demonstrate the depth of their understanding, e.g.:
  - Identify and explain the issue/practice (good or poor), making links to the stimulus material
  - Suggest and explain improvements that could reasonably be made, if necessary
- Tutors should ensure they use the course materials, including assessments and examiner reports from previous series to familiarize learners with the style of assessment. These can be accessed at <https://qualifications.pearson.com/en/qualifications/btec-technicals/animal-care.html>.

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