

## **1903 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 how routines, tasks and procedures in animal room 1 at Minkerton College meet the five needs of animals.**

**(20 marks)**

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

**Activity 2: Review the health and safety requirements in animal room 1 at Minkerton College.**

**(15 marks)**

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

**Activity 3: Review the legal responsibilities in animal room 1 at Minkerton College.**

**(15 marks)**

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