

# Mark Scheme

March 2020

## **L2 BTEC Technical in Animal Care**

Unit 4: Animal Welfare

## **2003 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 at Bridgefern Farm Park meet the five needs of animals. (20 marks)****Indicative content**

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

Areas for discussion could include:

- Chinchillas are not suitable for the handling activities, e.g. more active in the evening and night so handling them during the day is not appropriate, they are not suitable for young children to handle, ability to jump and escape could cause issues.
- Length of time handling rodents may be too long if the same animals are used throughout the session.
- Lack of shelter in the field for cattle.
- Fish in pond mentioned in daily routine but no further information about them.
- Location of play area and picnic area could disturb animals – not logical to have rodent housing and an animal handling area on opposite sides of the park.
- Do not appear to be isolation facilities.
- No reference to cage record cards for rodents.
- Lack of regular spot cleaning timetabled as a duty for rodents.

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

- Locking up and checking animals are secure is not mentioned in daily routines.
- Lack of clarity about who is responsible for each duty may lead to some things being missed.
- Feeding animals is too late and should be carried out earlier in the day (before opening).
- Lack of information about feed weights and types.
- Milking demonstration implies cattle need to be milked – no mention of calves or further milking requirements and once a day is not likely to be sufficient if no calves at foot.

- Possible understaffing due to cattle being taken to a show and sheep being collected /brought in; may not be enough staff available to carry out duties if someone is ill.
- No reference to who is responsible for supervising handling.
- Vet is only scheduled to be booked in week 4 every month if needed.
- Sheep are scheduled to come in but there is no provision for them in the routines or indication of how long they will be there.
- No mention of checking water trough regularly.
- Feed preparation area required.
- Frequency of cleaning out gerbils may be inappropriate if they are in deep litter.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
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 at Bridgefern Farm Park. (15 marks)

### Indicative content

Answers should demonstrate understanding of how well health and safety is being promoted and maintained, with reasons why identified changes could help to achieve this.

Areas for discussion could include:

- Lack of fencing around pond is a hazard for staff and visitors.
- No separation within the field, between car park and play area – could cause health and safety issues for visitors and staff.
- Lack of handwashing facilities.
- English Longhorns could potentially cause injury over the fence with horns.
- Does not appear to be a gate to the site that can be locked – potential escape of cattle.
- Checks of fencing and buildings are monthly but no action timetabled for maintenance.
- Potential for leptospirosis transmission when working with rodents.
- No mention of safety glasses or masks in risk assessment for cleaning.
- Mention of a health and safety policy but not where to find it, or in which situations it would be required.
- Potential lone worker risk on a Wednesday.

There are gaps in the stimulus material, such as:

- No reference to informing the public about transmissible diseases.
- No risk assessment available for anything other than the rodent cleaning.
- Risk assessment itself missing information such as further action required, who is responsible for the action, dates, etc.
- No emergency plan for fire, biosecurity, escape.



Assessment focus	Band 0	Band 1	Band 2	Band 3
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 at Bridgefern Farm Park.**  
**(15 marks)**

**Indicative content**

Answers should demonstrate understanding of how well legal responsibilities are being met and reasons why identified changes could help to achieve this.

Legislation which learners could refer to:

- Animal Welfare Act (2006)
- Welfare of Farmed Animals Regulations 2007
- Health and Safety at Work Act (1972)
- COSHH Regulations 2002
- Welfare of Animals (Transport) (England) Order 2006
- Any other current appropriate legislation.

Areas for discussion may include:

- Five welfare needs and the extent to which these have been met, e.g. lack of feeding plans and detail of diet.
- Potential requirements for licensing, including emergency contact details, inspection by local authorities, requirements for written emergency plans and procedures around pain, injury, suffering and disease.
- Cleaning procedures and adherence to COSHH and HASWA legislation, e.g. production and use of risk assessments for each potentially hazardous activity, safety data sheets.
- Movement of cattle to agricultural show and requirements for licensed transporter.

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"> <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>

**TOTAL FOR TASK = 50 MARKS**



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