

# Pearson BTEC Level 3 National in Animal Management

Unit 3: Animal Welfare and Ethics



## Sample Assessment Materials (SAMs)

*For use with Extended Certificate, Foundation  
Diploma, Diploma and Extended Diploma in  
Animal Management*

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## Contents

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## Changes to task and rubrics

We have made changes in response to DfE feedback.

The rubrics in this Sample Assessment Material have been updated to provide clarity on the conditions under which the task should be taken. Centres should read the Instructions to teachers/tutors and Instructions to learners sections carefully to understand the full detail of the changes. These changes have been summarised below for ease of reference.

## Summary of Pearson BTEC Level 3 Nationals in Animal Management Sample Assessment Materials for Unit 3: Animal Welfare and Ethics 2 to 3 changes

<b>Part A – Summary of changes made between previous issues and this current issue</b>	<b>Page number</b>
An introduction section has been added to clarify the: <ul style="list-style-type: none"><li>• purpose of the assessment</li><li>• availability and timings of the assessment</li><li>• requirements for monitored preparation and formal supervision.</li></ul>	Page 1
The release of Part A has changed to be as soon as it received.	Page 3
Wording in the Instructions to Teachers/tutors section has been changed to reflect the changes in the Introduction section and clarify: <ul style="list-style-type: none"><li>• hours to undertake Part A monitored preparation have changed from 6 to 3 hours</li><li>• stipulations on format of notes and notes that can be taken into the supervised assessment have changed from 4 to 2 sides of A4.</li></ul>	Page 4
Wording has been added to the Instructions for learners section to reflect the changes in the instructions for teachers/tutors.	Page 5
The Set task brief section has changed to clarify what learners will need to research.	Page 6

<b>Part B – Summary of changes made between previous issues and this current issue</b>	<b>Page number</b>
In the Instructions to teachers/tutors section: <ul style="list-style-type: none"><li>• wording for Maintaining security has been revised for clarity</li><li>• wording for Outcomes for submission has been revised for clarity.</li></ul>	Page 8
In the Instructions for learners section, the wording for Outcomes for submission has been revised for clarity.	Page 9
Set task section wording has been changed to reflect the changes in the Instructions for teachers/tutors and learners sections, and include suggested timings for reading and for undertaking each activity.	Page 10
Part A Set Task Information section has been added to specify the research theme: 'Boarding kennels for dogs'.	Page 11

<b>Part B – Summary of changes made between previous issues and this current issue</b>	<b>Page number</b>
Wording in the Part B Set Task Information section has been revised for clarity.	Page 11
Wording in the Task Booklet section has been revised to reflect the changes in the Instructions for teachers/tutors and learners sections and clarify: <ul style="list-style-type: none"> <li>• what the learners' report should address for Activity 1.</li> </ul>	Pages 12-17

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

## Introduction

Teachers/tutors are asked to read this section to understand the structure of the assessment for this unit as illustrated in this sample assessment. This information will not appear in the text of the live assessments.

The key purpose of this assessment is to enable learners to show how they can use research into industry standards and practice in the completion of extended written activities relating to a specific animal welfare context.

This is a task in two parts. This assessment will be offered twice a year. The timing of the assessment is **3 hours** of monitored preparation before the **3 hour** supervised assessment session timetabled by Pearson.

The assessment evidence submitted to Pearson are written activities completed within a task and answer book.

The assessment evidence is produced under full formal supervision to ensure that learner work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a **3 hour** session timetabled by Pearson.

**Formal supervision** is the equivalent of examination conditions. Learners must work independently, cannot work with other learners, cannot talk about their work to other learners and will only be able to access the materials specified in the assessment.

**Monitored preparation** is provided for when learners produce materials that are used in any formally supervised session, i.e. two sides of A4 notes as specified in the sample assessment. Monitored sessions are where learners are being directly observed. They may have, where specified, access to the internet and use of appropriate resources. Learners are working independently and teachers/tutors will be able to authenticate that the outcomes for formal assessment meet the requirements and are authentic. At the end of the monitored preparation centres will retain the notes which will be provided to learners during the formal supervised assessment. After the assessment the notes will be retained by the centre and may be requested by Pearson during the marking process.



# Pearson BTEC Level 3 Nationals

Write your name here

Surname

Forename

Level

3

# Animal Management

## Unit 3: Animal Welfare and Ethics

Part

A

Extended Certificate/Foundation Diploma/Diploma  
/Extended Diploma in Animal Management

**Sample assessment material for first teaching  
September 2016**

### Instructions

- **Part A** contains material for the completion of the preparatory work for the set task.
- **Part A** may be given to learners as soon as it is received so that learners can start the preparatory period in advance of the supervised assessment session.
- **Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- **Part B** materials for the set task will be issued prior to the start of the supervised assessment period according to the guidance in the specification.

### Paper reference

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## Instructions to Teachers/Tutors

Centres should refer to the *Instructions for Conducting External Assessments (ICEA)* document for full information on the correct conduct of monitored and formally supervised assessment.

This set task has a preparatory period. **Part A** sets out how learners should prepare for the completion of the task under supervised conditions.

**Part B** contains unseen material and is issued to learners at the start of the formal supervised assessment session specified by Pearson.

For **Part A**, learners should be monitored over **3 hours** provided by the centre, to read, carry out research and compile notes. During this time they may only have access to research materials including books, journals, internet and notes from prior learning. Learners must work independently and must not be given guidance or feedback on the completion of the preparatory work. Learners must not prepare potential responses, and only notes produced in monitored sessions may be used during the formal assessment. Learners may produce up to two sides of A4 notes which should be handwritten or typed in a 12pt font. Notes should be short, bullet-point style information, and cannot contain long narrative pieces of text.

Learner notes produced under monitored conditions must be checked by teachers/tutors to ensure that they comply with the limitations.

Learner notes should be retained by the centre between the monitored sessions and the formal supervised assessment.

Learner notes should be retained by the centre after the completion of the assessment and may be requested by Pearson.



## Instructions for Learners

Read the set task information carefully.

**Part A** contains the information you need to prepare for the **Part B** set task.

You will be given **3 hours** of monitored preparation. Your teacher/tutor will advise you of the scheduled sessions for this work.

During these sessions you will prepare summary notes to support you during the supervised assessment. Your notes should:

- ◇ be individually and independently prepared by you
- ◇ contain a maximum of two sides of A4, either handwritten or typed in a 12pt font
- ◇ use short, bullet-point style information, and cannot contain long narrative pieces of text.

Your notes will be checked by your centre and retained after the completion of the formal supervised assessment.

You must work independently and must not share your work with other learners.

Your teacher cannot give you feedback during the preparation period.

## Set Task Brief

You are required to carry out research into industry standards and practice in relation to:

- ◇ boarding kennels for dogs.

# Pearson BTEC Level 3 Nationals

Write your name here

Surname

Forename

Learner Registration Number

Centre Number

Level

3

# Animal Management

## Unit 3: Animal Welfare and Ethics

Part

B

Marks

Supervised hours

3

Extended Certificate/Foundation Diploma/Diploma/Extended Diploma in Animal Management

Sample assessment material for first teaching September 2016

### Instructions:

- **Part A** will need to have been used in preparation for completion of **Part B**.
- **Part B** contains material for the completion of the set task under supervised conditions.
- **Part B** should be undertaken in one session timetabled by Pearson.
- **Part B** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in that series.
- **Part B** should be kept securely until the start of the supervised assessment periods.

### Information:

- The total mark for this paper is 60.

### Paper reference

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## Instructions to Teachers/Tutors

This set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *Instructions for Conducting External Assessments (ICEA)* document, to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

**Part B** set task is undertaken under formal supervision in a single session of **3 hours** timetabled by Pearson. Centres may schedule a supervised rest break during the session.

**Part B** materials must be issued to the learners for the specified session. Work should be completed in this task and answer booklet.

**Part B** set task requires learners to apply understanding gained through familiarisation with the context. Learners should bring in notes as defined in **Part A**. The teacher/tutor needs to ensure that the notes comply with the requirements.

All learner work must be completed independently and authenticated by the teacher/tutor before being submitted to Pearson.

Learners must not bring anything into the supervised environment or take anything out without your approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

### Maintaining security

- The assessment areas must only be accessible for the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised assessment.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised assessment.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.

### Outcomes for Submission

- A completed task and answer booklet.

## Instructions for Learners

Read the set task information carefully.

This session is of **3 hours**. Plan your time carefully.

You have prepared for the set task given in this **Part B** booklet. Use your notes prepared during **Part A** if relevant. Attempt all of **Part B**.

Your notes must be your own work and will be retained by your centre until results are issued.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

### **Outcomes for Submission**

A completed task and answer booklet.

## Set Task

You must complete ALL activities.

You will need to refer to the materials provided in the **Information Booklet**.

**Activities 1, 2 and 3** relate to the scenario given in the **Part B Set Task Information**.

It is suggested that you spend 30 minutes reading the materials provided in the **Information Booklet**. You may annotate the **Information Booklet** before you attempt the activities.

Activity	Suggested timings	Total marks
Reading	You should spend approximately 30 minutes reading the <b>Information Booklet</b>	
<b>Activity 1</b>	You should spend approximately 50 minutes on this activity	20 marks
<b>Activity 2</b>	You should spend approximately 25 minutes on this activity	10 marks
<b>Activity 3</b>	You should spend approximately 25 minutes on this activity	10 marks
<b>Activity 4</b>	You should spend approximately 50 minutes on this activity	20 marks

# END OF TASK

**TOTAL FOR TASK = 60 MARKS**

## Part A Set Task Information

Boarding kennels for dogs.

## Part B Set Task Information

### Scenario

New Road Boarding Kennels for dogs in Countyshire has recently had a change in management. As a new member of staff, you have been asked to conduct an appraisal of the animal welfare standards in the kennels, to ensure they conform to approved practices.

In preparation for the appraisal, the following documentation has been collected for you:

1. New Road Boarding Kennels - floor plan
2. New Road Boarding Kennels - kennel numbers and notes
3. Example of a New Road Boarding Kennels dog registration form
4. Example of a New Road Boarding Kennels dog breed ready reckoner
5. New Road Boarding Kennels - staff procedures document
6. Photograph of the staff noticeboard at New Road Boarding Kennels
7. Guidance from Countyshire Council for boarding kennel owners.

This documentation can be found in the separate **Information Booklet**. The scenario for **Activity 4** can be found at the end of this task booklet.

## Task Booklet

Please do not write answers outside the spaces provided below.

### Activity 1

Write an appraisal report of New Road Boarding Kennels using the information provided.

In your report you should address the:

- quality of care provided at the kennels in relation to the five welfare needs
- legislative and welfare issues at the kennels.

You should spend approximately 50 minutes on this activity.

20 marks

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Total for Activity 1 = 20 marks

## Activity 2

To what extent does the information provided allow for a comprehensive appraisal to be conducted?

In your answer you must make reference to additional information that will be needed in order to complete a comprehensive appraisal report.

You should spend approximately 25 minutes on this activity.

10 marks

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This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the page.

Total for Activity 2 = 10 marks



### Activity 3

You need to provide an action plan for New Road Boarding Kennels to address the issues identified in your appraisal.

Your action plan must make reference to:

- actions required by the kennel staff
- reasons for the actions
- timescales for the actions to be completed.

You should spend approximately 25 minutes on this activity.

10 marks

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This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the page.

Total for Activity 3 = 10 marks

## Activity 4

### Scenario: Dog Ownership

Each year a family take a holiday lasting two weeks. During this time, their pets are looked after at a professional boarding kennel.

The family have recently been gifted a third dog for their 8 year old son's birthday from his grandparents. The puppy has been sourced from a reputable pet shop. The family owns two other dogs, aged 5 and 7, having owned them since they were puppies. All the dogs are healthy and cared for appropriately. The dogs are never left alone for longer than an hour or two during a day, walked frequently during the week and are taken out for long walks by the whole family every weekend.

Explore the ethical issues presented in the scenario.

You should spend approximately 50 minutes on this activity.

20 marks

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**END OF TASK** Total for Activity 4 = 20 marks  
**TOTAL FOR TASK = 60 MARKS**



# Animal Management

## Unit 3: Animal Welfare and Ethics

Extended Certificate/Foundation Diploma/Diploma/Extended Diploma  
in Animal Management

**Sample assessment material for first teaching September 2016**  
**Information Booklet**

### Instructions

- This booklet contains the stimulus material for use in the **Part B** set task. This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.
- **Part B** stimulus material should be kept securely until the start of the 3 hour supervised assessment session.

### Paper reference

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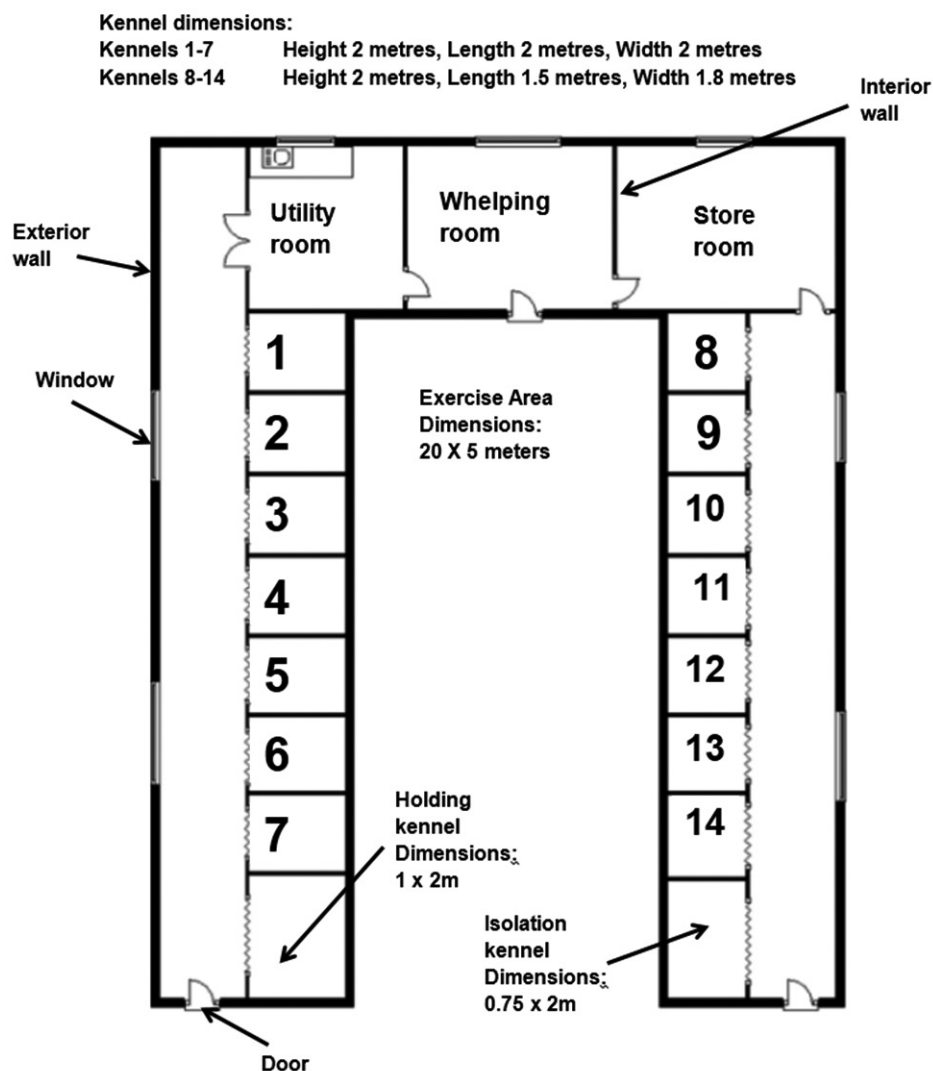
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## Part B Stimulus Material for Activities 1 - 3

In preparation for the appraisal, the following documentation has been collected for you within this booklet:

1. New Road Boarding Kennels – floor plan
2. New Road Boarding Kennels – kennel numbers and notes
3. Example of a New Road Boarding Kennels dog registration form
4. Example of a New Road Boarding Kennels dog breed ready reckoner
5. New Road Boarding Kennels – staff procedures document
6. Photograph of the staff noticeboard at New Road Boarding Kennels
7. Guidance from Countyshire Council for boarding kennel owners.

### 1. New Road Boarding Kennels - floor plan



## 2. New Road Boarding Kennels - kennel numbers and notes

Kennel Number	Dog name / breed	Notes	Kennel Number	Dog name / breed	Notes
1	Bruce Kula	Elderly dog - on senior diet	8	Petal / Hodor	Petal and Hodor from same home, owners say it's ok for them to share
	Jack Russell			Border terriers	
2	Poppy	Overweight	9	Frank	
	Bernese Mountain			Chihuahua	
3	Troy	Underweight	10		
	Alsatian				
4	Digger		11		
	Labrador				
5	Jemini	Seems to have fleas	12	Sherbert	Owner says he is nervous, keep special blanket with him at all times
	Yorkshire terrier			Standard Poodle	
6	Morris		13		DO NOT USE Latch is broken, locksmith booked for next week.
	Border collie				
7	Simba		14	Clemency	
	Golden retriever			Spaniel	
HOLDING KENNEL	Deefer	Staying for 1 week	ISOLATION KENNEL	Beatrice	Suspected kennel cough
	Spaniel			Jack Russell	

### 3. New Road Boarding Kennels – dog registration form

**This form must be completed by the owner prior to the dog being admitted to the kennel.**

Name of owner	Home address	Emergency contact details
Telephone number	Usual veterinary practice	Name of dog
Microchipped? If so, give number	Age of dog	Weight of dog
Usual food	Normal exercise routine	Any known medical issues
Any known dislikes	Any further information, including sharing kennels	

☐ I understand that although New Road Boarding Kennels will give the best possible care to my dog(s), they are boarded at the kennel entirely at my own risk.

☐ I authorise you to call my veterinary practice if necessary.

Signed	Signed
Date	Date
<i>On behalf of New Road Boarding kennels</i>	<i>Owner</i>

We reserve the right to rehome dogs who have not been collected within 28 days of the intended collection date, unless we have been contacted to extend their stay.

## 4. New Road Boarding Kennels – Dog Breed Ready Reckoner

### Bernese Mountain Dog



(Source: @ Eric Isslee/Shutterstock)

#### Appearance

- ◇ Medium-sized
- ◇ Alert, sturdy and strong
- ◇ Silky, soft coat
- ◇ Black with white paws and blaze on face, red/brown cheeks, eyes, legs and chest

#### Temperament

- ◇ Good-natured, friendly, calm
- ◇ Sociable, easy to train
- ◇ Bonds strongly with owner: likely to pine
- ◇ Should be handled gently but firmly to avoid aggressiveness

#### Height ranges

Female	58-69cm
Male	61-71cm

#### Weight ranges

Female	36-48kg
Male	38-50kg

<b>Average life span</b>	
6-8 years	
<b>Exercise</b>	<b>Grooming</b>
Long daily walk, preferably between 1-2 hours  Do not exercise within an hour of feeding	Brush lightly daily, thoroughly once a week
<b>Feeding</b>	
Low protein, moderate fat  DO NOT FEED AD LIB	2 meals a day
<b>Other notes</b>	
Should be in possession of a pedigree, inbreeding occasionally a problem	



## **5. New Road Boarding Kennels – staff procedures document**

### **When dogs arrive**

- ◇ Be nice to the customers.
- ◇ Refer to relevant dog breed ready reckoner for care needs of individual dogs along with registration details.
- ◇ Do not overuse feedstuffs.
- ◇ Complete risk assessments.
- ◇ Complete plan for exercise to fit in with other dogs.
- ◇ Put the name of the dog on the kennel and put the kennel number on the noticeboard.

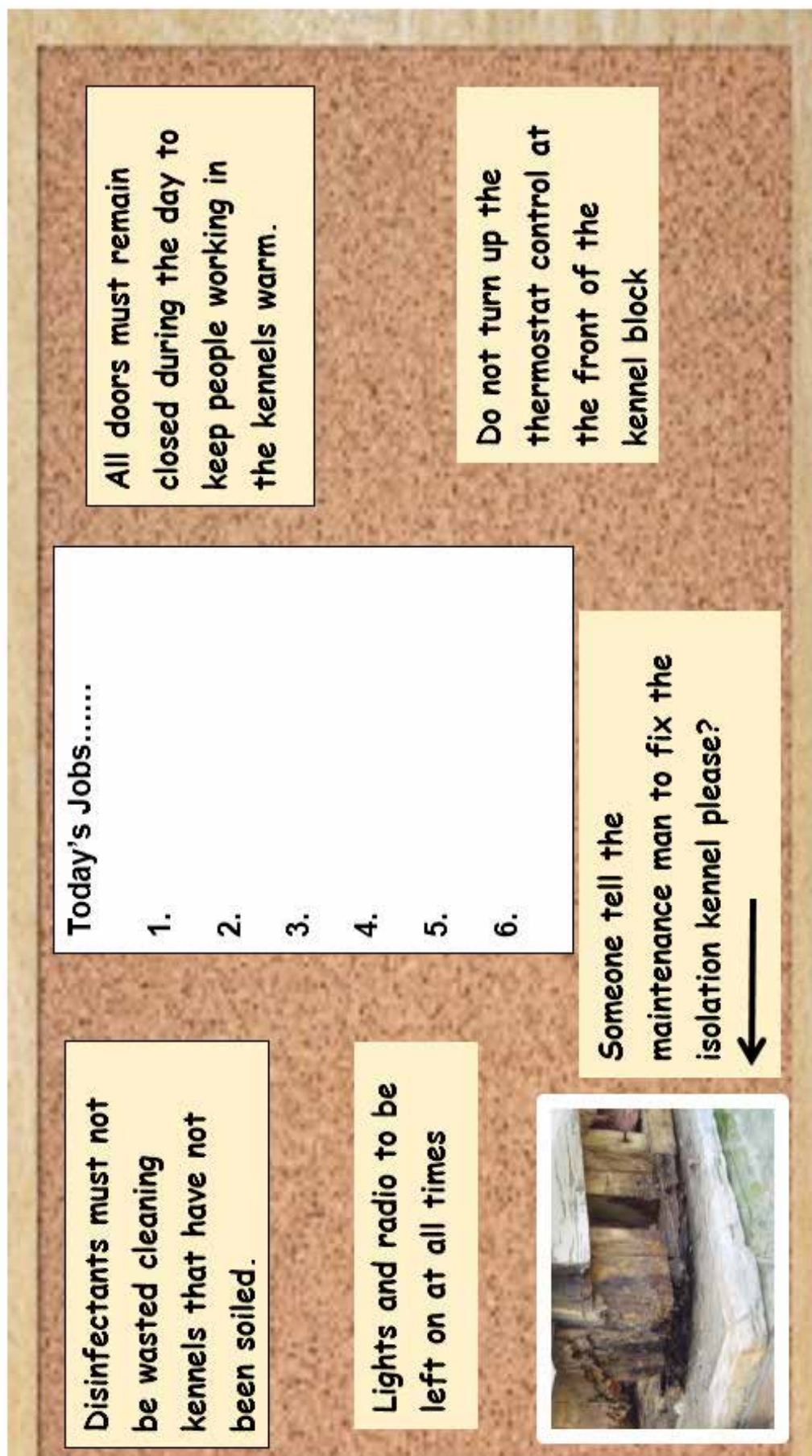
### **Complaints**

- ◇ Refer any complaints to the manager if you cannot deal with them yourself.

### **Fire**

- ◇ Fire extinguishers are provided. If you are not confident with using one, please contact the manager for training on how to use one in the event of a fire.
- ◇ All dogs should be evacuated to the emergency shelter as quickly as possible.
- ◇ Do not put yourself in danger. Only attempt to put out a fire or rescue dogs if it is safe to do so.
- ◇ Call 999 if it looks serious.

## 6. Photograph of the staff noticeboard at New Road Boarding Kennels



(Source: © Kitch Bain/Shutterstock and <http://www.hereandthere.org/oldhouse/graphics/>)

## **7. Guidance from Countyshire Council for boarding kennel owners**

### **Countyshire Additional Guidance for Licensing of Dog Boarding Kennels**

#### **Construction**

- a. All internal surfaces used in the construction of walls, floors, partitions, doors and door frames must be durable, smooth, impervious, and easily cleaned.
- b. Wood must not be used in the exposed construction of walls, floors, partitions, in the dog kennelling area. It must be faced with a durable, smooth, impervious material other than paint. There must be no projections liable to cause injury.
- c. Partition walls between kennels must be solid and a minimum height of 1.2m.
- d. Doors must be strong enough to resist impact /scratching and must be close fitting, and capable of being effectively secured to prevent escape or unauthorised access.
- e. Kennels and exercise areas must open onto secure corridors or other secure areas so that dogs are not able to escape from the premises.

#### **Provision of quarters and their dimensions**

- a. Each dog must have a separate kennel, except where dogs from the same household are boarded. Verbal permission from the owner must be given for this to occur.
- b. No more than 40 dogs must be boarded for each full-time attendant, and no more than 20 for each part-time attendant.
- c. Each kennel should incorporate a sleeping area and a separate exercise area that the dog may use at will. These must be in the following dimensions:
  - Sleeping area: 1.2m<sup>2</sup>
  - Exercise area (not including sleeping area)
    - Small dogs: 2.3m<sup>2</sup>
    - Medium dogs: 2.8m<sup>2</sup>
    - Large dogs: 4.5m<sup>2</sup>
- d. Kennels must be a minimum of 1.8m high to allow access for kennel staff to clean the area.
- e. Kennels must be clearly numbered. The name and description of the dog must be either on the kennel, or on a board providing at-a-glance information about the dogs currently within the kennels.

- f. Isolation kennels must be no closer than 5m to other kennels and must be used when infectious diseases are suspected.
- g. Hand washing facilities and disinfectant foot-dip must be available and used before entry and exit to the isolation kennel.

#### **Bedding, temperature and heating**

- a. All bedding must be comfortable and able to be kept clean, dry and parasite-free.
- b. A dog bed must be durable, of impervious construction, and of a suitable size for the breed.
- c. Sleeping areas must prevent extremes of temperatures and be maintained at between 10°C and 26°C.
- d. Isolation kennels must have the ability to control temperature suitable for the condition of the dog and dependent on veterinary advice. This should be within the range of 13°C – 26°C.
- e. A minimum-maximum thermometer must be provided in each kennel block and isolation unit.
- f. Heating appliances must not present a fire risk, or risk to the dogs.

#### **Lighting and ventilation**

- a. Adequate lighting must be provided (preferably natural). Artificial lighting must be on-demand to allow checking of dogs after daylight hours, but should allow natural sleeping patterns to occur.
- b. All artificial lighting must be fitted with plastic covers.
- c. Permanent ventilation must be provided without allowing excessive draughts in the bedding area.

#### **Cleaning**

- a. All areas must be kept clean.
- b. Kennels must be cleaned daily, with all soiled material and excreta removed (more often if necessary).
- c. Each kennel, including fittings and bedding, must be cleaned and disinfected thoroughly every seven days and before reuse.

#### **Feeding and feed storage**

- a. All dogs must be provided with a diet that is appropriate to their age, breed and type, at a frequency specified by the owner.
- b. Access to clean drinking water is required at all times.

- c. A separate designated area must be used for storage and preparation of food, which is hygienically constructed and easily cleaned and maintained.
- d. Refrigeration must be available and used if fresh and cooked meats are stored. Contamination of food must be avoided.

### **Exercise**

Secure exercise areas must be provided where the dogs may run free. Lead exercise must be provided with the written consent of the owner if this is not suitable for the dog.

### **Record keeping**

A register must be kept of all boarding dogs. The following information must be collected:

- ◇ date of arrival and kennel number
- ◇ name of dog, as well as any other identification mark such as microchip number or tattoo
- ◇ description, breed, age and gender of dog
- ◇ name, address and telephone number of owner or keeper
- ◇ name, address and telephone number of contact person whilst boarded
- ◇ name, address and telephone number of dog's veterinary surgeon
- ◇ anticipated and actual date of departure
- ◇ health, welfare and nutrition requirements.



# Unit 3: Animal Welfare and Ethics - Sample mark grid

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## 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 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 also be prepared to award zero marks if the learner's response is not worthy of credit according to the mark grid.
- Where judgment is required, 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.
- Crossed out work should be marked UNLESS the learner has replaced it with an alternative response.

## Specific Marking guidance

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

- Examiners should first make a holistic judgement on which band most closely matches the learner 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 – Appraisal report

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Appraisal of animal welfare issues/factors based on information provided	0	1-5	6-10	11-15	16-20
	No rewardable material	<ul style="list-style-type: none"> <li>Generic statements or isolated elements of knowledge and understanding.</li> <li>Welfare issues/factors identified link to some of the welfare needs and are supported by occasionally relevant examples.</li> <li>Limited lines of reasoning evident in support of the welfare issues/factors identified which address either strengths or weaknesses.</li> <li>A limited attempt to link issues/factors to relevant welfare legislation/policy.</li> <li>A limited approach to scaling/ranking the issues/factors in terms of their impact is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates generally accurate knowledge and understanding.</li> <li>Welfare issues/factors identified link to all welfare needs supported by a few relevant examples.</li> <li>Occasional lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses although there may be some imbalance.</li> <li>Partially developed linkage of issues/factors to relevant welfare legislation/policy.</li> <li>An adequate approach to scaling/ranking the issues/factors in terms of their impact is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates mostly accurate knowledge and understanding</li> <li>Welfare issues/factors identified link to all welfare needs supported by some relevant examples.</li> <li>Lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses with a reasonable balance.</li> <li>Developed linkage of issues/factors to relevant welfare legislation/policy.</li> <li>An effective approach to scaling/ranking the issues/factors in terms of their impact is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accurate and thorough knowledge and understanding.</li> <li>Welfare issues/factors identified clearly link to all welfare needs through the sustained use of relevant examples.</li> <li>Comprehensive lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses in a balanced way</li> <li>Comprehensive linkage of issues/factors to relevant welfare legislation/policy.</li> <li>A comprehensive approach to scaling/ranking the issues/factors in terms of their impact is evident.</li> </ul>



### Activity 2 – Evaluation of evidence provided

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Additional information necessary to complete the appraisal	0	1-2	3-5	6-8	9-10
	No rewardable material	<ul style="list-style-type: none"> <li>A limited evaluation of the suitability of the information.</li> <li>Additional information identified is of limited relevance and would only partially improve the appraisal.</li> <li>Limited lines of reasoning evident in support of either the evaluation or additional information.</li> </ul>	<ul style="list-style-type: none"> <li>A partially developed evaluation of the suitability of the information.</li> <li>Additional information identified is generally relevant and would adequately improve the appraisal.</li> <li>Occasional lines of reasoning evident in support of both the evaluation and additional information.</li> </ul>	<ul style="list-style-type: none"> <li>A developed evaluation of the suitability of the information.</li> <li>Additional information identified is relevant and would effectively improve the appraisal.</li> <li>Lines of reasoning mostly evident in support of both the evaluation and additional information.</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive evaluation of the suitability of the information.</li> <li>Additional information identified is consistently relevant and would considerably improve the appraisal.</li> <li>Comprehensive lines of reasoning evident in support of both the evaluation and additional information.</li> </ul>

### Activity 3 – Action plan in response to issues identified

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Action plan in response to welfare factors/issues identified	0	1-2	3-5	6-8	9-10
	No rewardable material	<ul style="list-style-type: none"> <li>Suggested actions are limited in terms of addressing the issues/factors identified.</li> <li>Limited lines of reasoning evident in support of the actions.</li> <li>Actions are listed without an attempt to prioritise.</li> <li>Limited attempt to apply realistic timescales to the actions.</li> </ul>	<ul style="list-style-type: none"> <li>Suggested actions are adequate in terms of addressing the issues/factors identified.</li> <li>Occasional lines of reasoning evident in support of the actions.</li> <li>Actions are listed with an attempt to prioritise.</li> <li>Adequately applies realistic timescales to the actions.</li> </ul>	<ul style="list-style-type: none"> <li>Suggested actions are good in terms of addressing the issues/factors identified.</li> <li>Lines of reasoning evident in support of the actions.</li> <li>Effectively prioritises most actions identified.</li> <li>Effectively applies realistic timescales to the actions.</li> </ul>	<ul style="list-style-type: none"> <li>Suggested actions are comprehensive in terms of addressing the issues/factors identified.</li> <li>Comprehensive lines of reasoning evident in support of the actions.</li> <li>Comprehensively prioritises all actions identified.</li> <li>Comprehensively applies realistic timescales to the actions.</li> </ul>

### Activity 4 – Ethical issues

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Exploration /discussion of ethical issues on basis of information provided	0	1-5	6-10	11-15	16-20
	No rewardable material	<ul style="list-style-type: none"> <li>Generic statements or isolated elements of knowledge and understanding, with many irrelevant issues.</li> <li>Only one viewpoint is considered.</li> <li>Lines of reasoning are unsupported or unclear, with serious logical flaws in the arguments put forward.</li> <li>There is a lack of structure to the response with little use of appropriate terminology.</li> <li>Displays a superficial discussion leading to a superficial judgement rarely supported through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates generally accurate knowledge and understanding of ethical issues relevant to the scenario with some lapses supported by occasional examples.</li> <li>Two contrasting viewpoints are explored with some consideration of how they are interrelated.</li> <li>Some occasional linkages present so that lines of reasoning are partially supported though following the argument may sometimes be difficult.</li> <li>There is a clear structure to the response and appropriate terminology is used.</li> <li>Displays a partially developed discussion leading to a judgement occasionally supported through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates mostly accurate knowledge and understanding of ethical issues relevant to the scenario supported by some examples.</li> <li>Several viewpoints are explored with some consideration of how they are interrelated.</li> <li>Linkages present so that lines of reasoning are supported and clear.</li> <li>There is an effective structure to the response and consistent terminology is generally used.</li> <li>Displays developed discussion leading to a judgement supported through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accurate and thorough knowledge and understanding of the ethical issues relevant to the scenario supported by sustained examples.</li> <li>Several viewpoints are explored with sustained consideration of how they are interrelated.</li> <li>Comprehensive linkages evidenced so that lines of reasoning are well supported, clear and concise.</li> <li>There is a clear and logical structure to the response with thorough use of appropriate terminology.</li> <li>Displays a comprehensive discussion culminating in a judgement that is fully supported throughout by sustained application of relevant evidence.</li> </ul>

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