



Examiners' Report Lead Examiner Feedback

January 2022

Pearson BTEC Firsts in Animal Care (21883G)
Unit 1: Animal Health

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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>

Awarding BTEC qualifications in 2022

Ofqual has [set out their plans](#) for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners.

BTEC courses have a different structure and design to academic qualifications - BTECs are modular

qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found [on our website](#) and via our Social Media channels.

21883g: Unit 1 Animal Health

Grade	Unclassified	Level 2			
		L1P	P	M	D
Boundary Mark	0	16	24	32	40

Introduction

With no exam being held in summer 2020 or 2021 this was the eleventh series of this exam. While there was a slight difference between the number of learners registered for the exam and the numbers sitting the exam this was not significant to the statistical analysis.

Introduction to the Overall Performance of the Unit

In general, the learners performed well and the paper was well answered indicating the disruptions caused by the COVID-19 pandemic have not significantly impacted learning. All questions were attempted by the learners, with some learners demonstrating a clear ability to apply the knowledge learnt from all areas of the specification. In general learners had a good grasp of knowledge from across the whole of the unit content and areas with only one question causing real difficulty – State the location of the diastema.

This paper was able to evidence effective ramping of the questions, with there being an obvious drop off point where pass level learners struggled to access marks in questions which were targeted at merit or distinction learners. The 8-mark question was also highly effective in discriminating the level of learner as the candidates as the depth of discussion varied from a list of actions to in depth discussions as to why each action should occur.

Individual Questions

Question 1 - 5

Questions one through to five were multiple choice questions covering a range of content. As basic recall questions these were generally very well answered. The question which performed least well was question 5 – where learners were required to state which disease could be spread by fleas. Where incorrect answers were provided there was no pattern in the incorrect responses selected.

Question 6

In order to access the two marks for question 6 learners were required to state two symptoms that would indicate the presence of worms in a dog. Most learners were able to obtain both marks in this question and a range of answers were seen ranging from weight loss, presence of worm segments in faeces and increased appetite.

<p>6 State two symptoms that would indicate the presence of worms in a dog.</p> <p>1 <u>weight loss</u></p> <p>2 <u>diarrhea & vomiting</u></p> <p style="text-align: right;">(Total for Question 6 = 2 marks)</p>

2 Marks awarded: Two correct responses.

Question 7

Question 7 was a very well answered question. Learners were expected to state one disease which can affect a bearded dragon. Most learners accessed the mark for this question with a wide range of answers provided. Learners who were not accessing the mark were naming diseases which do not affect the bearded dragon.

7 State **one** disease that can affect a bearded dragon.

Salmonella

(Total for Question 7 = 1 mark)

1 mark awarded: One correct disease identified.

Question 8

This was a 2 mark question. Learners were expected to state two signs that would indicate unhealthy limbs in a dog. The question was very well answered with the majority of learners achieving both marks. A wide variety of correct answers were seen, cuts, swelling, and pain when touched. Where marks were lost this was generally due to the learners repeating the same answer twice, eg walking differently and limping.

2 Marks awarded Two correct answers provided.

8 State **two** signs that would indicate unhealthy limbs in a dog.

1 *Limping*

2 *Vocalisation when limbs touched or
mored.*

(Total for Question 8 = 2 marks)

Question 9

This was a two mark question where learners were asked to state two micro-organisms that cause disease. This question had a mixed response, where learners understood that the question was asking for a micro-organism they were able to access both marks, however a significant number of learners provided answers which were parasites, and therefore not micro-organisms or named diseases and therefore did not access any of the marks.

9 State **two** micro-organisms that cause disease.

1 Bacteria

2 Virus

(Total for Question 9 = 2 marks)

2 marks awarded: Two correct answers provided.

9 State **two** micro-organisms that cause disease.

1 fleas.

2 mites.

(Total for Question 9 = 2 marks)

0 marks awarded: Incorrect answers

Question 10

This question expected learners to apply their knowledge of causes of an increased heart rate. Most learners attempted the question and were providing accurate answers, with a good range of answers seen.

10 State **two** causes of an increased heart rate in animals.

1 been frightend

2 exercising

(Total for Question 10 = 2 marks)

2 marks awarded 2 correct responses.

Question 11

To gain the marks for this question learners were asked to name two diseases that would require an animal to be isolated. This question was well answered and a wide range of diseases were provided, including answers outside of the specification, ie COVID. Parasites were not accepted as an example of a disease and this resulted in some learners losing marks.

11 Name **two** diseases that would require an animal to be isolated.

1 Bird flu

2 ~~Cow flu~~ Myxomatosis

(Total for Question 11 = 2 marks)

2 Marks awarded two contagious diseases stated.

Question 12

This explain question was worth 2 marks. To obtain marks learners had to apply their knowledge of a rabbit's dentition to explain where the diastema is located. Most learners appeared unfamiliar with the term diastema and offered random guesses to where it could be found. Incorrect answers included the leg, back and intestines.

12 Explain where the diastema is found in rabbits.

In the mouth of the rabbit, between the large f
teeth and the rest of the jaw (space between the
teeth).

(Total for Question 12 = 2 marks)

2 Marks awarded: detailed answer provided.

Question 13

Question 13 was for 1 mark. Learners were expected to state one cause of discharge from the nose in cats. A number of learners provided generic, unrewardable answers such as 'illness' however we were able to award marks for cold or flu. Very few learners were naming specific diseases from the specification.

13 State **one** cause of discharge from the nose in cats.

They could have flu or they
might have hayfeather

(Total for Question 13 = 1 mark)

1 mark awarded: flu

Question 14

This was a 2 mark question that required learners to state two notifiable diseases. Most learners were able to identify at least one of the two marks available and a wide range of answers were seen. Where marks were lost learners were still naming diseases but not ones which are notifiable.

14 State **two** notifiable diseases.

1 foot and mavan disease

2 rabies (dogs)

(Total for Question 14 = 2 marks)

2 Marks awarded: Two correct responses

Question 15

For one mark, learners were asked to state one endoparasite. While most learners attempted this question there was a mixed response with a significant proportion of learners confusing endo- and ectoparasites, there were also learners who thought ringworm was an endoparasite and therefore did not access the mark.

15 State **one** endoparasite.

tapeworm

(Total for Question 15 = 1 mark)

1 Mark awarded: One correct response

Question 16

Learners were required to describe how to restrain a chicken for a health check. Most learners were able to assess both the marks for this question, providing confident answers relating to the importance of securing the chickens wings. Some learners lost marks by stating that restraint equipment, such as a pillowcase would be suitable, missing the point that a health check cannot be carried out if the animal is not visible.

16 Describe how to restrain a chicken for a health check.

Always approach the chicken slowly, hold it firmly but gently over the wings, hold the chicken close to you with both hands

(Total for Question 16 = 2 marks)

2 Marks awarded: secure wings (1), support weight (1)

Question 17

In order to achieve these four marks learners had to describe **two** ways of administering worming treatment to an animal. This question clearly differentiated between learners, with less able learners stating treatment methods such as 'spot on' or 'tablet', but the higher level learners being able to provide further depth by explaining how the method is administered. Some learners did loose marks for repeating the same answer, eg put tablet down throat, put tablet in food.

17 Describe **two** ways of administering worming treatment to an animal.

1 worming tablets can be wrapped in food like ham to make sure the animal eats it in a easy way.

2 worming liquid in a syringe can be administered by opening the animals mouth and squirting it down the back of it's throat then keeping it's mouth shut so it swallows.

(Total for Question 17 = 4 marks)

4 Marks awarded: Tablet (1) orally (1).
Liquid (1) syringed (1)

Question 18(a)

This is a higher-level question, requiring the application of knowledge regarding the processing involved in weighing animals. The responses to the question varied and learners often struggled to structure their answer in a way which allowed them to access the full range of marks, for example stating for point 1 'weigh restraint equipment so you know how much it weighs' and then for point 2 'weigh animal in restraint so you know how much it weighs', meaning that learners were only able to access two of the possible four marks. Only distinction level learners were able to fully describe the stages and access the full four marks.

18 (a) Describe **two** stages in weighing an animal.

(4)

- 1 Before weighing an animal they will need to be restrained. A crush cage or pillow case may be used to receive an accurate result and stop the animal from moving.
- 2 Set the scales to zero and place on the restrained ~~animal~~ ^{animal}. Once you have got a result minus the weight of the restraint equipment from the total.

4 marks awarded: Restrain animal (1) to allow accurate reading (1)
Place on scales (1) subtract weight of restraint equipment (1)

Question 18(b)

Question 18(b) required learners to explain two reasons why an animal may gain weight. Most learners were able to access at least two marks for this question, stating reasons for weight gain but not following these up with the reason why that would cause weight gain.

(b) Explain **two** reasons why an animal may gain weight.

(4)

- 1 ~~over feeding~~ pregnant, when an animal is pregnant they will gain weight as their offspring grow.
- 2 If an animal ~~isn't~~ isn't getting enough exercise they will gain weight as they aren't burning off fat.

(Total for Question 18 = 8 marks)

4 marks awarded: Pregnant (1 weight of growing offspring (1)
Lack of exercise (1) calories not being utilised (1)

Question 19

This was a 4 mark question where learners were asked to explain **two** ways good hygiene can prevent the spread of salmonella. As the last short answer question in the paper learners may have lost focus by this point in the paper, thinking about the time remaining for the extended answer questions as a significant number of learners wrote about why good hygiene is important, limiting the amount of marks they could access. Some learners also included answers about putting an animal into isolation, which was not rewardable.

19 Explain **two** ways good hygiene can prevent the spread of salmonella.

1. When using the correct PPE, you can prevent spreading salmonella by not transferring it from one animal to another.

2. Using disinfectants in the animals' environment can also prevent the spread of salmonella by killing the bacteria.

(Total for Question 19 = 4 marks)

4 Marks awarded: PPE (1) reduces transfer of pathogen (1)
Disinfecting (1) kills pathogen (1)

19 Explain **two** ways good hygiene can prevent the spread of salmonella.

1. Washing hands ~~with~~ frequently when handling animals with salmonella, such as chickens, helps ~~stop~~ prevent it being spread to ~~the~~ other animals and humans ^{which could} potentially cause them to get ~~s~~ ill and for die of salmonella poisoning.
2. frequently cleaning up faeces and other excrement from the animal helps to prevent contamination to other animals that could come into contact with it, as salmonella is lethal to many animals, including humans.

(Total for Question 19 = 4 marks)

3 Marks awarded: Wash hands (1)

Waste disposal (1) prevents contamination (1)

'Prevent spread' is not rewardable as it is part of the question.

Prevent contamination cannot be awarded as an explanation for both wash hands and waste disposal.

Question 20

Learners were asked to discuss the advice to give a customer who asks for advice about why both themselves and their cat have started scratching. Most learners were able to identify that the scratching could have been caused by a zoonotic ectoparasite or ringworm, and marks were awarded for any correct identification. Most learners believed the symptoms to be caused by fleas.

Higher level learners were then able to discuss additional symptoms, treatments and the importance of cleaning the environment. Learners obtaining the highest marks were providing information on the importance of maintaining a preventative treatment routine and the lifecycle of the parasite in relation soft furnishings / bedding materials.

20 Describe the advice you would give this customer.

(8)

The advice I would give to this customer is firstly identifying that this excess scratching from both the owner and their cat may be caused by fleas or ticks as both are zoonotic diseases which means they can be transmitted from animals to human. Secondly, I would explain to the customer the other symptoms such as signs of flea or tick droppings and their eggs either on the animal and possibly hair or in the furniture such as carpets, inflamed skin and hair loss. As well as this, I would explain that if either the owner or the cat contract other infections such as bartonella or leukemia, it may also be an indication that they have fleas or ticks. After this, I would tell the customer how to treat fleas/ticks by using prescribed medication like a spot-on or injection as well as recommend frontline plus in killing the parasites and their eggs. A treatment for the tick would be to carefully remove it using the tweezers but being wary not to leave the head in the skin or secondary skin infections may occur or burst its blood-filled body as it will be injected back into the ~~cat~~ and could cause blood poisoning. You could also soothe the tick in petroleum cream such as vasoline. Some prevention methods I would recommend to the customer would be to buy the cat a flea collar to prevent it from catching any more fleas, using a flea comb on the cat and the owner to get rid of eggs and/or droppings, clean house thoroughly using disinfectant and flea/tick products to remove eggs and droppings. Also finally keeping cat from areas where fleas and ticks thrive such as woodlands and long, grassy regions. Lastly, I would advise the customer to try and

Prevent cat from hunting as they can catch fleas/ticks from consuming wildlife prey such as rodents and birds and also isolate the cat and the owner so that it ~~prevents~~ prevents them from transmitting the fleas/ticks to other hosts.

7 marks awarded: The learner has provided a comprehensive answer, identifying the condition correctly and discussing in detail a range of actions which should be carried out.

You work in a pet shop and a customer asks for advice about their cat. Both the customer and their cat have started scratching their skin.

20 Describe the advice you would give this customer.

Ask if they are allergic to the cat. Check ⁽⁸⁾ if the cat has any fleas

* get flea treatment for the cat

* cat might have a disease that makes them all scratching themselves.

1 Mark awarded: Learner has correctly identified a possible cause, but no further discussion provided.

Summary

Based on their performance on this paper, learners should:

- Be familiar with the definitions of all terminology within the specification
- Continue to develop the correct approach to answering explain questions
- Ensure they read the question carefully and do not include the question as part of their answer
- Recognise that to obtain high marks in the extended answer question they need to provide a discussion within their answer rather than just stating a range of different actions



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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