

# Examiners' Report/ Lead Examiner Feedback

January 2017

NQF BTEC Level 1/Level 2 Firsts in  
Animal Care

Unit 1: Animal Care (21883G)

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.pearson.com](http://www.pearson.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.pearson.com/contactus](http://www.pearson.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: [www.pearson.com/teachingservices](http://www.pearson.com/teachingservices).

You can also use our online Ask the Expert service at [www.pearson.com/ask](http://www.pearson.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2017

Publications Code 21883G\_1701\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

## **General Comments**

This was the second time that this exam had been sat. All questions were attempted by some learners, with some students demonstrating a clear ability to apply the knowledge learnt from the specification. Responses from the students generally showed good coverage of the unit specification and that good use of the Sample Assessment Materials had been made. There were numerous examples of students using their knowledge in applied situations throughout the paper, indicating a good level of understanding.

Questions which required direct recall from the specification, especially those using subject specific terminology were particularly badly answered indicating that the learners were not familiar with the terms. It is important that students understand the key terms in the specification, ensuring that they are able to define these terms and to relate to them to a range of examples as this is where a considerable number of marks were lost.

In questions which tested higher level skills, explanations and discussions were provided. Where students did well, they had a good understanding of key areas and concepts and were able to relate these throughout the paper. The most able candidates were able to apply the knowledge in a range of scenarios, including complex situations where a number of cognitive steps were required.

In the question requiring an extended response most students were able to provide information on some aspect of the health check procedure, although this may not have been in a logical order or covering all necessary areas. The most able learners were able to provide a detailed discussion on the full health checking process.

Learners should be confident in their knowledge of all aspects of the specification, including the more scientific aspects.

Finally, students need to be clear on the assessment terminology, ensuring "explain" answers are fully explained.

## Question 1 – 5

Questions one through to five were multiple choice questions covering a range of content. As basic recall questions these were not always well answered. Most learners were able to access 1 mark for questions 3 and 4 but many did not access the second available mark. There were no clear patterns in the distractor answers selected.

There were some students who only provided one answer for both questions 3 and 4, both of which required two answers to gain full marks.

## Question 6

Students were expected to state two examples of a vector.

This question proved to be a discriminating question with only a small proportion of the learners appearing to be familiar with the term "vector". There were some learners who provided a definition rather than actual examples. Students who provided "host" as an answer were not awarded any marks.

## Question 7

Students were expected to state one cause of pyrexia. This question was poorly answered with learners offering a range of answers including "coming into contact with another animal with the illness" and "stress". There was some confusion by some learners between the term pyrexia and anorexia.

7 State **one** cause of pyrexia in cats.

A viral or bacterial illness. Such as salmonella.

(Total for Question 7 = 1 mark)

1 mark awarded

7 State **one** cause of pyrexia in cats.

When it stops eating food.

(Total for Question 7 = 1 mark)

0 marks awarded

## Question 8

Students were expected to state two symptoms of myxomatosis. There were a range of correct responses provided here. Learners must ensure they provide two different symptoms and do not offer answers which are too similar.

8 State **two** symptoms of myxomatosis in rabbits.

1 Lethargic

**2 Marks awarded**

2 Swelled up eyes (inflamed)

(Total for Question 8 = 2 marks)

## Question 9

Students were expected to identify two minerals in electrolytes. A large number of learners left this question unanswered. Those who did attempt answers often provided incorrect answers such as "water" or "vitamins". Learners who had retained information on minerals were generally able to obtain the full two marks.

**2 Marks awarded**

9 State **two** minerals that are in electrolytes.

1 Iron

2 Calcium

(Total for Question 9 = 2 marks)

## Question 10

This question expected students to apply knowledge regarding weight gain. While the majority of learners were able to access one mark they often missed out on the second mark due to repeating the same reason. In order for 2 marks to be awarded the learner had to provide two different reasons, e.g. being over fed and being pregnant.

## Question 11

To obtain marks in this question learners had to provide two reasons why bacteria are modified for use in vaccinations. Most learners were able to access one mark by correctly commenting that it stopped the illness developing. A much smaller percentage of learners were able to state two different reasons. A number of learners also commented on why vaccinations are used, therefore missing the focus of the question.

**2 Marks  
awarded**

11 Vaccinations contain modified bacteria so the animal can prepare an immune response.

State **two** reasons why bacteria in vaccinations are modified.

1 To Stimulate immune system

2 To prevent disease from spreading

(Total for Question 11 = 2 marks)

2 marks awarded

11 Vaccinations contain modified bacteria so the animal can prepare an immune response.

State **two** reasons why bacteria in vaccinations are modified.

1 because if it wasn't modified the bacteria would be harming the animal and the animal wouldn't fight <sup>be able to</sup> off

2 so the animal can prepare <sup>its</sup> immune system response

(Total for Question 11 = 2 marks)

## Question 12

This question was the first "explain" question of the paper. Some students provided an answer without explaining their reasoning behind it and therefore lost marks. However the majority of learners did not access any marks for this question as they were not familiar with the term caecotroph and offered answers such as "they don't like to live with rabbits" and "they are too small to see". This question clearly identified those students who were performing at distinction level.

### 1 Mark awarded

12 Explain **one** reason why it is uncommon to see caecotrophs in a rabbit's enclosure.

Because the rabbit would usually eat the caecotrophs and then they would poo them out into pellets. (Faeces)

(Total for Question 12 = 2 marks)

12 Explain **one** reason why it is uncommon to see caecotrophs in a rabbit's enclosure.

Because healthy rabbits eat the caecotrophs, ~~some~~ when sleeping, so and then poo out hard ~~poor~~ pellet-like faeces. Caecotrophs contain important minerals so it is important for them to eat it.

(Total for Question 12 = 2 marks)

2 marks awarded

## Question 13

Students were expected to state one situation when an animal may be more susceptible to mites. The wording of this question may have been a barrier to accessing the marks for this question. Most learners offered reasons why animals catch mites "being around animals which have mites" and did not grasp the concept of being MORE susceptible. This question discriminated well for distinction learners who were able to understand the focus of the question and obtain the mark.

13 State **one** situation when an animal may be more susceptible to mite infestations.

When its young it is more likely to pick up more (infection)

(Total for Question 13 = 1 mark)

1 mark awarded

## Question 14

This question required students to recall two signs of stress in chickens. In order to obtain the marks the answers had to be specific behaviours. Generalised answers such as "change in behaviour" or "change in appetite" were not awarded a mark. This question was generally well answered by all learners with a range of correct answers being seen.

**2 Marks  
awarded**

14 State **two** signs of stress in chickens.

1. Bald patches (from ripping them out) the feathers out)
2. Isolation - avoiding the other chickens and being unresponsive.

(Total for Question 14 = 2 marks)

14 State **two** signs of stress in chickens.

1. The chicken may start to pull out its feathers.
2. The chicken may start showing aggression to the rest of the flock.

(Total for Question 14 = 2 marks)

2 marks awarded

## Question 15

Students were expected to define the term hypothermia. Most learners were aware that the condition was linked to the cold but were not necessarily able to link it to a decrease in body temperature. Common incorrect answers included "being in the cold" and "when you freeze". Interestingly a large proportion of the learners answered the question in relation of human health rather than animal health.

**1 Mark  
awarded**

15 Define the term 'hypothermia'.

When ~~at~~ the <sup>core</sup> temperature decreases.

(Total for Question 15 = 1 mark)

15 Define the term 'hypothermia'.

its when the body gets to cold <sup>and starts to struggle</sup> and you can get it by not keeping warm

(Total for Question 15 = 1 mark)

**1 mark awarded**

## Question 16a

In order to answer this question students had to state how often a dog should be treated for fleas. Due to the number of different products on the market a range of answers were accepted for this question allowing most learners to access the marks. There were some learners who had interpreted the question as "how often should a dog be checked for fleas" and as a result provided "daily" and "weekly" as answers.

16 Louise is working in a local dog rescue centre. She has been asked to check that all the dogs are up-to-date with their flea treatments.

(a) State how often a dog should be treated for fleas.

(1)

A dog should be treated every  
4-6 weeks.

1 mark awarded

## Question 16b

The wording of this question may have affected some learner's ability to access the mark for this question. The question asked the learner to state one OTHER piece of information (other than date) which should be recorded. A number of learners offered answers which were based on a date (date on next or previous treatment) and therefore did not receive the mark. However a range of correct answers were seen for this question.

(b) In addition to the date, state **one** other piece of information that would be entered on the dog's flea treatment record.

(1)

~~BEED,~~

Amount of flea treatment

(Total for Question 16 = 2 marks)

1 mark awarded

## Question 17

Students were required to explain two types of restraint equipment suitable for use on the dog shown in the image. In order to access the marks learners had to apply their knowledge, recognising that the dog was aggressive and then what equipment would therefore be suitable.

Some learners provided answers identifying potential PPE. The question clearly asks for restrain equipment therefore these answers were not awarded marks.

Most learners attempted an explanation for the equipment they had selected, however for pass level learners, their explanation was often too vague: i.e. a lead to retain the dog.

17 Explain **two** types of equipment that would be suitable to restrain this dog safely.

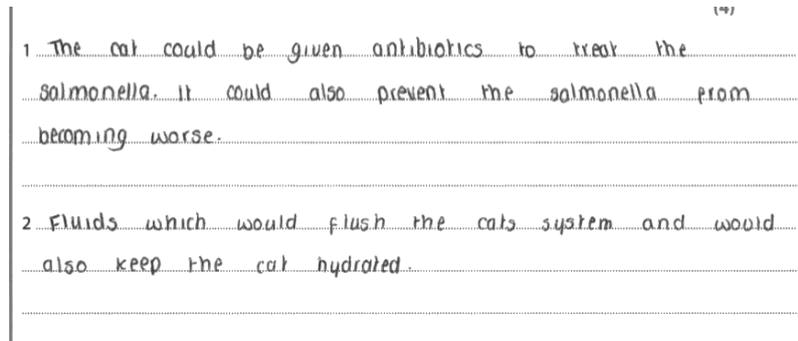
1 one would be where they put a dog mask over the dog mouth to stop it from biting the dog warden or others

2 or a circle wire that goes othe the neck while hold the bar to stop the dog from ~~runnity~~ running away

**4 Marks awarded**

## Question 18a

In order to achieve these marks learners had to be able to apply their knowledge of salmonella and its treatment to explain two of the treatment options. It was possible for learners to access some marks by providing generic treatment answers e.g. fluids. While distinction learners were able to access the majority of marks and provided clear explanations. Many learners lost out on any marks as the answers provided were too vague i.e. give medicine / tablets / vaccination



1 The cat could be given antibiotics to treat the salmonella. It could also prevent the salmonella from becoming worse.

2 Fluids which would flush the cats system and would also keep the cat hydrated.

**4 Marks awarded**

**(antibiotics = 1 mark, prevent salmonella from getting worse = 1  
Fluids = 1, keep hydrated = 1)**

## Question 18b

Students were required to explain two procedures which would be carried out by the handler when treating an animal with Salmonella. The term "procedure" made this question less accessible to some learners. Incorrect answers were often based on keeping the animal calm or on additional treatments. The mark scheme identified correct PPE as a correct answer for 1 mark, therefore those learners to put two different types of PPE (wear gloves and wear tunic) did not access both marks. Where correct procedures were identified they were usually accompanied by accurate explanations, allowing the learner to access a high proportion of the marks available.

## Question 19

In order to access the marks for this question learners were required to interpret the lifecycle image and explain two of the stages. Most learners were able to use the diagram to identify two stages but a much smaller percentage were able to offer clear explanations. Many learners used sentences such as "mouse eat worms in faeces so mouse gets worms." This type of answer would be allocated one mark for correctly stating that the mouse ingests the worm laden faeces but the explanation is not adequate to obtain the second mark. For these reasons this question was able to discriminate well between levels of learners.

1. The worm segments that contain the worm eggs is found in the faeces in the environment. The mouse digests these segments.

2. When the cat eats the mouse, the mouse is digested and the worm segments are able to survive in the cats intestine when adults <sup>lay eggs</sup> the cycle will begin again.

**4 Marks awarded**

**(mouse digests segments = 1, segments contain eggs = 1  
Cat eats mouse = 1, adults develop in cats intestine = 1)**

## Question 20

This question was well understood by most learners, who were able to provide some information on a health check. In order to gain full marks for this 8 mark question the students were required to provide information on how to fully complete a health check. The answer should make reference to PPE and restraining the animal, before moving on to a logical, head to toe visual health check, taking into account behaviour. Some quantitative checks should have been included and the discussion should be finished by the findings being recorded.

Pass level learners often provided information on some aspects of health checking but did not cover the range of body parts. Some learners chose to focus on quantitative checks, sometimes providing detail on worm counts and blood tests. Some marks were allocated for these answers but as the answer was not balanced it was not possible to allocate the top marks, as seen in the example below:

I will first of all check the animals BSC (Body Score Condition) I will then rate the dogs score out of 5, if the dog is below the score of 3, it may indicate illness or the dog may be old. After this, I will then check the dogs heart rate. Using two fingers I will place ~~my~~ them on the dogs chest, however I will NOT use my thumb due to presence of my own pulse will be there. This test will take 1 minute and should be measured in beats per minute (BPM), increased heart rate may indicate infection or stress, however slowed heart rate may indicate more serious illness. I will also do an 'eye to tail' examination to make sure that there is no discharge

ticks, if any of those are present the dog may be ~~be~~ untreated for external parasites or may have been neglected. I may also run some tests by taking it to the Veterinary Surgery to rule out the risk of a vector transmitted disease. Signs of this would be if the dog ~~is~~ has increased vocalisation or it has increased fatigue. I will also check the temperature of the dog by carrying out a rectal examination. I will do this by getting a rectal thermometer, making sure that it first of all is the right size for the dog and it is also working and is sterile. After, I will ~~then~~ lubricate the thermometer and insert it into the anus of the dog. I will then wait a few seconds and record the results. If the temperature of the dog is over the recommended temperature it may be an indication of a fever or a more severe illness. However

**6 Marks awarded**

## Grade Boundaries

Unit	Max Mark	D	M	P	L1	U
21883G – NQF L1/2 Firsts in Animal Care. Unit 1 – Animal Health	50	41	31	22	13	0

## External assessment

The suite of 'next generation' NQF BTECs include an element of external assessment. This external assessment may be through a timetabled paper-based examination, an onscreen, on demand test or a set-task conducted under controlled conditions.

## 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 (Distinction, Merit, Pass and Level 1 fallback).

## Setting grade boundaries

When we set grade boundaries, we look at the performance of every student who took the 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 should be for a particular grade.

When our experts set the grade boundaries, they make sure that students receive grades which reflect their ability. Awarding grade boundaries ensures that a student who receives a 'Distinction' grade next year, will have similar ability to a student who has received an 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure students achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

## Variations in externally assessed question papers

Each exam we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to students if we set the same grade boundaries year on year because then it wouldn't take into account that a paper may be slightly easier or more difficult than the year before.

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



For more information on Edexcel qualifications, please visit  
[www.pearson.com/quals](http://www.pearson.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE