



Pearson



Examiners' Report/
Lead Examiner Feedback

Summer 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.edexcel.com or 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.edexcel.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.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.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

August 2017

Publications Code 21883G_1706_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

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 (Distinction, Merit, Pass and Level 1 fall-back). The grade awarded for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner 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 is conducted to ensure students achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each test 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 for each test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link: qualifications.pearson.com/gradeboundaries

Unit 1: Animal Care (21883G)

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	13	22	31	41

General Comments

This was the third time that this exam had been sat. All questions were attempted by some students, 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.

This paper was able to evidence effective ramping of the questions, with there being an obvious drop off point where pass level students struggled to access marks in questions which were targeted at merit or distinction students. The 8 mark question was also effective in discriminating the level of students as the students had to apply the knowledge provided in the stem before being able to obtain maximum marks.

One area of weakness was shown to be the knowledge of the symptoms of diseases with questions 7, 9 and 16 having low attainment. The diseases these questions relate to are mentioned in the specification in relation to vaccinations. At level 2 it would be expected that students when learning about the vaccinations will need to learn the symptoms. Otherwise simply learning the vaccinations the learner will not be able to ensure the welfare of the animal and would need to know the symptoms so they can match the vaccination to the symptoms. This is particularly important when teaching about zoonotic diseases.

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 students 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 methods to improve hygiene but lower level students were not able to make the connection between the symptoms and the zoonotic disease salmonella.

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

Finally, students would benefit from additional coaching on exam technique, in particular the way to structure answers for "explain" questions to ensure maximum marks are achieved.

Question 1 – 5

Questions one through to five were multiple choice questions covering a range of content. As basic recall questions these were generally well answered. Most students 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.

From the multiple choice questions, question 3 was the least well answered with a significant number of learners obtaining either zero or one mark.

Question 6

In order to access the marks for question 6 students were required to identify the two parts indicated on the image (the image showed a tapeworm but was not labelled).

This question proved to be a discriminating question with only a small proportion of the students appearing to be familiar with the appropriate terminology for both parts A and B. Generalised answers such as head and body / tail were not accepted as appropriate terminology however "sections" was accepted as well as segments as appropriate answers for part B. Most students attempted an answer for part A but often provided incorrect answers such as head, sucker, tooth, tentacle and hair. Part B was often left unanswered by students but when an answer was provided it was more likely to be correct.

Question 7

Students were expected to state one symptom of Orf in goats. This question was poorly answered with students offering a range of answers including "lethargy" and "diarrhoea". As a zoonotic disease and one which is vaccinated against there were several opportunities for students to have developed this knowledge.

7 State **one** symptom of orf in goats.

blisters arand the mouth

(Total for Question 7 = 1 mark)

1 mark awarded

Question 8

Students were expected to state two signs of an unhealthy coat in rabbits. There were a range of correct responses provided for this question. The majority of students were able to access both of the two marks available. Where marks were lost this was often due to students misreading the question and providing answers about general signs of illness in rabbits are stating that a dirty or messy coat was a sign of ill health – these answers were not accepted as digging would cause a dirty / messy coat but would not indicate ill health.

Question 9

Students were expected to identify two symptoms of feline herpes. This question was not particularly well answered. Those students who did achieve marks did so with answers which are commonly associated with disease such as fever and lethargy rather than by symptoms which are specific to the named illness.

2 Marks awarded

9 State **two** symptoms of feline herpes virus in cats.

weight loss. The cat
may rapidly loose weight.
Letharginess. This is lazyness

(Total for Question 9 = 2 marks)

Question 10

This question expected students to apply knowledge of canine nail care by stating two ways in to prevent overgrown nails in dogs. The majority of students were able to access both of the two marks available, recognising that trimming and walking on hard ground would keep nails maintained. Where marks were lost this was generally due to students either stating that checking the nails regularly would prevent them from becoming overgrown or because the provided two ways to trimming the nails i.e. clipping and cutting.

10 State **two** methods of preventing overgrown nails in dogs.

1 Cutting the dogs nails,

2 Taking it for long walks regularly to get the
nails ~~from~~ from being sharp,

(Total for Question 10 = 2 marks)

2 Marks awarded

Question 11

In order to gain marks for this question students were required to explain two reasons when it would be necessary to quarantine an animal. Most students were able to list reasons for quarantine but were unable to provide a robust description for the reason and therefore were only able to access half of the marks available. A range of answers were provided for this question, including arriving from a different country and having / preventing the spread of a contagious disease.

11 Describe **one** reason why you would need to quarantine a dog.

You may need to quarantine a dog if it has a disease while other animals live around it, or with the dog. This stops the others from catching the disease.

(Total for Question 11 = 2 marks)

2 Marks awarded

Question 12

This was the first “explain” question of the paper. To obtain marks in this question, students had to apply their knowledge of parasite and the impact this has on animal welfare but explaining how skin thickening can be caused by flea bites. This question was able to discriminate students across grade boundaries, with pass level students failing to identify the link between the flea bites and the thickened skin. Only higher level students were able to correctly form the link between fleas causing irritation leading to skin damage leading to over production of skin cells / scar tissue. Where students guessed at an answer they often assumed that the bites damaged the skin but offered no explanation as to how this resulted in thickening.

2 Marks awarded

12 While working at a rescue kennels you notice that one of the dogs has patches of thickened skin around its neck and shoulders.

Explain how the skin thickening could be caused by flea bites.

As the fleas bite the skin this causes an itch which the dog will scratch causing cuts in the skin leaving scars which are thick skin.

(Total for Question 12 = 2 marks)

Question 13

Students were expected to state one reason why an animal's pulse rate may decrease. A range of answers were provided for this question with sleeping and shock being common answers. Due to the fact that a specific species of animal was not stated in the question learners who answered about ectothermic species and stated that the pulse decreases when the animal gets cold were also awarded marks.

13 State **one** possible reason for a decrease in an animal's pulse rate.

shock can cause decreased pulse rate because it scares you

(Total for Question 13 = 1 mark)

1 mark awarded

Question 14

This question required students to reflect on their practical activities of weighing an animal and state two reasons why you may get an incorrect result when weighing an animal. This question was particularly well answered presumably because students were able to recall their personal experience of weighing animals. A range of correct answers were provided including scales not being placed at zero before beginning, restraint equipment / handler influencing the results, scales not working correctly and the animal not being fulling on the scales / moving around.

14 State **two** reasons why you may get an incorrect result when weighing an animal.

1 The scale wasn't zeroed.

2 The animal was moving around so you couldn't get a 'still' measurement.

(Total for Question 14 = 2 marks)

2 Marks awarded

Question 15

Students were expected to state the title of the 1981 law which names notifiable diseases. This question was not well answered despite the date being put into the question to lead students away from the 2007 Animal Welfare Act. There were also a number of students who attempted to define a notifiable disease or explain what to do should a notifiable disease be suspected or provided examples of notifiable diseases. Only a very small percentage of students were able to access the mark for this question.

1 Mark awarded

15 State the 1981 law that names notifiable diseases in animals.

Animal Health Act.

(Total for Question 15 = 1 mark)

15 State the 1981 law that names notifiable diseases in animals.

This ~~means~~ means if an animal has
~~zoo~~ a disease ~~it~~ you would have
to tell someone as soon
as possible.

(Total for Question 15 = 1 mark)

0 Marks awarded

Question 16

Students were required to state two signs of canine distemper in order to access the marks for this question. This question was not well answered. Many learners appeared unfamiliar with the disease and assumed, due to its name that the disease affected the dog's temperament and provided answers based on increased aggression or changes in temperament. Surprisingly there were also number of answers based on teeth or mouth conditions, possibly due to the use of the work "canine" in the question. Where correct answers were provided they were generic indicators of disease.

Question 17

In order to achieve these marks students had to be able to apply their knowledge bearded dragon faeces and explain two changes seen in their faeces. Despite the fact that low level answers such as change in colour or consistency would have been awarded marks a number of students chose to leave this question unanswered. There answers were provided they generally lacked clear explanations with only a small proportion of students achieving the full four marks for this question.

17 Healthy bearded dragon faeces is black and white.

Explain **two** changes to faeces that would indicate ill health in bearded dragons.

1. could be too watery
2. different colour faeces

2 Marks awarded

Question 18a

This is a higher level question, requiring the application of knowledge. Students were asked to explain how sheep ticks acts as vectors for Lyme disease. In order to gain maximum marks students were required to discuss the transfer of the disease from an infected animal to an uninfected animal by bite or contact with blood. While a number of learners understood the concept of a vector their explanations were lacking clarity and the ability to link the points. Students often obtained one mark by stating that the tick bit or infected a healthy animal but did not comment on the transfer from the infected animal. A proportion of students provided answers which were too generic to be awarded marks i.e. "pass on disease". It was students ability to explain the answer, rather than a lack of knowledge which resulted in lost marks for this question.

18 (a) Explain how sheep ticks act as vectors for Lyme disease.

(2)

Sheep ticks are vectors for Lyme disease because they could feed on an infected sheep, and then carry the disease to another when it changes host and bites their skin.

2 Marks awarded

18 (a) Explain how sheep ticks act as vectors for Lyme disease.

(2)

Because when they land on a component with Lyme disease it picks it up and gives it to the next component.

0 Marks awarded

Question 18b

In keeping with the tick theme, question 18b required students to explain why ticks were commonly found in the ears of dogs. Students offered a range of incorrect responses including that it was a warmer area and that they couldn't get knowledge off in this area. Where full marks were awarded the students demonstrated their ability to apply their knowledge of ticks.

Question 18c

In order to access the marks for this question, students were required to explain two disadvantages of using topical flea treatments. Students had to first understand the terminology "topical" and then use this knowledge to explain its disadvantages. Most clearers understood what was meant by the term topical and but then struggled to state the disadvantages. Common incorrect answers included "does not kill ticks", "doesn't work as ticks head is under the skin". However a proportion of students were able to access two marks as they could state reasons but were not able to expand on these with an explanation.

(c) Explain **two** disadvantages of using topical liquids as a method of administering tick treatments.

1. I will not get rid of all the ticks because they will have ⁽⁴⁾laid eggs.
2. This will not work because they will not die if feeding on blood.

0 Marks awarded

Question 19

The majority of students for this question were able to obtain two of the four marks, being able to state but not explain two behaviours which would be seen if a rabbit was becoming stressed. Due to the link with practical skills students were able to draw on their experiences and list several behaviours seen, the marks were however lost as explanations were rarely supplied. Only a small number of students were able to offer full explanations and therefore achieve the full four marks.

19 Explain two behaviours you might see if a rabbit was becoming stressed.

A stressed rabbit would be bunched up in ~~quite~~ a small ball with its ears flat back. Its eyes would be wide open ~~and it would~~ it would do this because it does not want to be seen by a predator, so being as small as possible helps.

A stressed rabbit's breathing would be much faster than normal because it is getting ready to escape ^{fly} from the threat.

4 Marks awarded

19 Explain two behaviours you might see if a rabbit was becoming stressed.

1. The rabbit will isolate itself from the others.

2. It would show signs of aggression such as kicking and grunting.

2 Marks awarded

Question 20

This question provided a range of marks. There were a number of students who achieved exceptionally high marks, commenting on the presence of a zoonotic disease and providing a detailed discussion of preventative measures. However there were also students who did not recognise that the illness was caused by a zoonotic disease and provided answers based on allergies or rehoming the animal. Other students misinterpreted the question and provided a discussion on how to care for a bearded dragon and prevent it from getting ill and as a result did not provide any rewardable answer, achieving zero marks.

20 You work in a reptile shop. Two of your customers have recently complained of suffering from stomach upsets after buying bearded dragons from you.

Discuss the advice you should give to the customers to prevent this from happening again.

When they get used to having the bearded dragon there they will get used to it. ~~The smooth skin~~ They could have a disease in the reptile shop and all the reptiles might have it.

0 Marks awarded

<p>suffering from stomach upsets after buying bearded dragons from you. Discuss the advice you should give to the customers to prevent this from happening again.</p> <p>To prevent this happening again they should always wash their hands after any beard handling any the bearded dragons because you can catch Salmonella. They also need to regularly clean the bearded ^{bearded} dragons out as the smell of them thickens which can cause illness.</p>	<p>After feeding the bearded dragons ^{bearded dragons} always clean areas which have come in contact with the bearded dragons Bearded dragons or their feed. By doing this you shouldn't catch salmonella. If you have a clean environment this should prevent many illnesses.</p> <p>Also if you are eating prior to handling you should use anti-bacterial handwash late which should kill any bacterial infections passing.</p> <p>Salmonella is zoonotic so it can pass from human to animal, which happens if you have been handling around the mouth area.</p>
---	--

5 marks awarded

