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Examiners' Report/ Lead Examiner Feedback

Summer 2017

NQF BTEC Level 1/Level 2 Firsts in Equine
Studies

Unit 1: Equine Health and Welfare
(21893G)

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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 (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: Equine Health and Welfare

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	15	22	29	36

General comments

This is the first time that this exam has been sat by students. Generally, all of the questions were attempted by students and some students demonstrated a good knowledge across the whole of the unit specification, evidenced through their answers. It also appeared that good use of the Sample Assessment Materials had also been used.

Some students struggled with direct recall questions from the specification, especially with those answers that required either specific terminology, e.g. the Animal Welfare Act. It is vital that students are able to recall this terminology to be able to gain the marks required for such questions.

Generally, the higher level questions were answered well, with students able to accurately articulate their answers, including those questions that required extended responses. However, students must be prepared for exams in terms of their understanding of assessment terminology such as 'explain' answers, which often only go as far as identifying.

Questions 1-2

These questions related to animal welfare legislation and the Animal Welfare Act. There were no real patterns in marks gained here, although it must be noted that a number of students failed to state the correct legislation for question 2. The full legislation act must be stated.

1	State one reason why the UK has animal welfare legislation.	1 Q01
<i>To ensure that the welfare of horses ^{and other animals} is looked after and they are not mistreated.</i>		
(Total for Question 1 = 1 mark)		1
2	State the 2006 legislation that covers the legal duty of care for animal owners and keepers.	1 Q02
<i>The Animal Welfare Act 2006</i>		
(Total for Question 2 = 1 mark)		1

awarded 1 mark each

Question 3

This was a multiple-choice question, where students were required to identify two of the animal welfare needs as stated by law. This was a straightforward question and the majority of students answered this question correctly.

Question 4

This question related to lameness in horses. Part a) required students to state a symptom of lameness, where part b) then asked students to state a treatment. Again, students generally gained both marks here and were able to accurately state one symptom and one treatment for lameness.

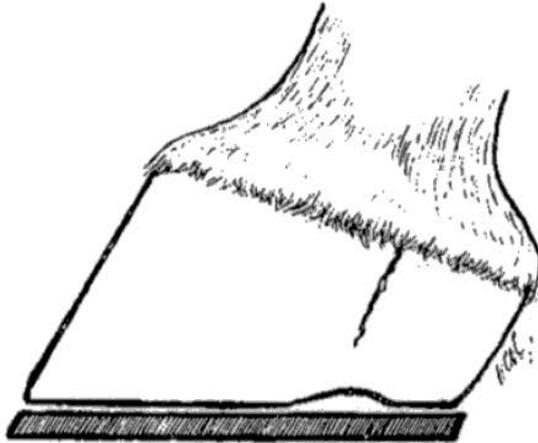
4	(a) State one symptom of lameness in horses.	(1) 1 Q04a
<i>Horse Reluctant to stand/move ^{if it is} as painful.</i>		
	(b) State one treatment for lameness in a horse.	(1) 1 Q04b
<i>Rest and to take the horse out of work.</i>		
(Total for Question 4 = 2 marks)		2

2 marks awarded

Question 5

This question required students to give the name of the specific type of crack, shown in the image. This question was very poorly answered. A number of students were confused by this and either did not write down an answer, or guessed incorrectly.

5 The image below shows the hoof of a horse that has developed a crack.



By permission of: <http://chestofbooks.com/>

Give the name of this specific type of crack in the horse's hoof.

0 Q05

Cracked hoof

(Total for Question 5 = 1 mark) 0

0 mark awarded

Question 6

This question required students to be able to state the aims of first aid. Generally, this question was answered accurately, with students being able to state two aims for this question.

6 State **two** of the aims of equine first aid.

2 Q06

1 Preserve life

2 Stop the condition worsening.

(Total for Question 6 = 2 marks) 2

2 marks awarded

Question 7

This question related to common diseases and disorders in the horse.

Q07a) was a multiple-choice question which required students to identify two respiratory disorders. The majority of students were able to answer this question correctly and there were no obvious patterns to the distractor/incorrect answers.

Q07bi) required students to give two signs that a horse has colic. The accuracy of the answers here was varied, with some students correctly identifying signs, where others gave an answer relating to another disease or disorder (see below). Students must be able to identify at least one sign of colic in a horse.

(b) (i) Give **two** signs that Amy may notice if a horse has colic.

(2) 1 Q07bi

1 Lameness

2 Loss Change in appetite

(ii) Give **two** ways Amy could prevent recurrent airway obstruction (RAO) in a stabled horse.

1 mark awarded

Q07bii) required students to give two ways in which RAO could be prevented in the stabled horse and generally the majority of students were able to identify at least one of way in which this could be prevented. Students are required to have basic understanding of how this disorder is prevented and be able to identify one correct method of prevention.

Question 8

This question asked students to explain two of the symptoms of laminitis. Generally, answers to this question were good. The main reason for some students achieving a maximum of 2 marks for this question out of the possible 4 was due to students identifying a symptom but not then providing an explanation for this symptom, such as the below answer.

8 Tom is caring for horses at grass during the summer.

Explain **two** of the symptoms of laminitis Tom should look out for.

0 Q08

1 Dropping of the heel

0 mark awarded

Question 9

This question required students to explain a precaution that yard staff could take to prevent the spread of ringworm. The limiting factor of achieving the maximum number of marks available here was due to students identifying but not explaining the precautions in their answers.

9 One of the horses at the riding school has been isolated by the yard staff because it has ringworm.

Explain **one** other precaution the yard staff could take to prevent the spread of ringworm.

2 Q09

The horse with ringworm should be isolated from other horses. Someone who takes care of the horse should be wearing overalls, after she is done taking care of the horse her hands should be thoroughly washed. (Total for Question 9 = 2 marks)

2 marks awarded

Question 10

This question related to morning and evening checks and general health of horses.

Q10a) the students were required to state two checks that should be carried out on horses each morning. This question was answered well, with the majority of students being able to achieve maximum marks.

10 (a) Bryan needs to check his horses each morning and each evening as part of a daily routine.

State **two** checks he will carry out on a daily basis.

(2) Q10a

- 1 In the morning Bryan should check his horse is free from injury or illness.
- 2 In the evening Bryan should check if his horse has recovered from exercise.

2 marks awarded

Q10b) students were required to explain two reasons as to why horses might lose condition. Again, this question was also well answered, with the few students not achieving the maximum marks due to insufficient explanations, or simply identifying a reason with no explanation within their answers.

(b) Bryan notices one of the horses is losing condition.

Explain **two** reasons why a horse might lose condition.

(4) Q10b

- 1 A horse may lose condition due to its age or breed - with old age horses loose their teeth - less exercise so they loose muscle.
- 2 It may also loose condition if it is worm burden, or possibly if it has sharp teeth which will cause quidding.

2 marks awarded

Question 11

Q11a) of this question was multiple-choice, with the majority of students identifying the correct term to describe the horse given in the scenario. There were no obvious patterns with the distractors.

Q11b) of this question required students to give two features of a horse's dropping that would indicate the horse's health status and this answer was completed to a good standard to achieve both available marks for the majority of students.

(b) Give **two** features of a horse's droppings that would indicate the horse's health status. (2) 2 Q11b

1 Consistency and colour

2 How often the horse does droppings

2 marks awarded

Q11c) required students to give two signs of mouth problems in horses and again students were generally able to answer this question correctly and gain both available marks.

(c) Give **two** signs of mouth problems in a horse. (2) 2 Q11c

1 Quidding

2 Horse loses weight.

2 marks awarded

Question 12

Q12a) of this question required students to give two reasons for isolating a new horse. Generally, students achieved both available marks for this question.

Q12b) students had to explain two procedures that should be used when isolating the new horse. Performance on this question was varied, with some students able to accurately explain two procedures, with other students failing to be able to provide an explanation for the procedures that they gave.

Question 13

This question required students to be able to explain two ways in which incised injuries should be dealt with. Most students demonstrated at least a basic

knowledge of how to treat a wound, with the best answers from students that were able to understand how an incised wound should be specifically treated, compared to some of the other types. The students that did not achieve the maximum available marks for this question, failed to provide an explanation for the treatment.

Question 14

This was an extended answer question, where students had to apply their knowledge of the Animal Welfare Act to a riding school business scenario. Generally, all students were able to answer the question and gain a number of marks here. Those students that gained the highest marks were able to accurately articulate and discuss how the cares of the horses in the scenario were linked to the legislation requirements.

