



Mark Scheme (Results)

June 2022

Pearson BTEC Technical Diploma
Animal Care (21177k)
Unit 4: Animal Welfare

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2206 Unit 4: Animal Welfare

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 be 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 be prepared to award zero marks if the learner's response is not worthy of credit according to the mark grid.

Where judgement is required, the 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.

Specific marking guidance for levels-based mark schemes

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

Examiners should first make a holistic judgement on which band most closely matches the learner's 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: Review how routines, tasks and procedures at Rosecross Zoo Farm meet the five needs of animals. (20 marks)

Indicative content

Answers should demonstrate understanding of why each issue could affect routines, tasks and procedures and reasons why identified improvements could help.

Areas for discussion could include:

- Type of food required is clear for species shown but amounts are not: could lead to nutritional issues
- Monitoring and correction of temperature, UV and humidity in reptile house – potential health issues if incorrect, e.g. MBD
- Requirement for thermal gradients in vivaria
- Not clear if all reptiles are housed separately – bearded dragons and leopard geckos are solitary
- Enrichment and environment needs, e.g. hiding places, perches, depth for burrows
- Changing requirements at different ages – species in the reptile house are a range of ages
- Crepuscular species may be disturbed by visitors and groups
- Importance of removal of live insects from vivaria
- Need for dusting/supplementation of feeds
- No mention of any health issues or medication for any of the animals
- Issues around food storage, e.g. storage of live feed
- Grazing area and water source indicated for banteng/cows but no shelter
- Height of fencing/double fencing not indicated.

Issues linked to daily, weekly and monthly routines, such as:

- Opening to public and running school groups at the same time will put strain on staff/volunteers issues around lone working
- Weighing reptiles – handling, precautions, purpose
- Water bowls should be cleaned and replaced daily – routine indicates monthly.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Routines, tasks and procedures	0	1–5	6–10	11–15	16–20
	No rewardable material.	<ul style="list-style-type: none"> Limited understanding of how the five needs are met in the given context. Limited analysis of prioritising tasks according to the context. Limited evaluation of routines and procedures in the given context. Makes relevant connections, with limited justification, between routines, tasks, procedures and how they meet animal welfare. 	<ul style="list-style-type: none"> Adequate understanding of how the five needs are met in the given context. Some analysis of prioritising tasks according to the context. Some evaluation of routines and procedures in the given context. Makes relevant connections, with some justification, between routines, tasks, procedures and how they meet animal welfare. 	<ul style="list-style-type: none"> Detailed understanding of how the five needs are met in the given context. Detailed analysis of prioritising tasks according to the context. Detailed evaluation of routines and procedures in the given context. Makes relevant connections, with detailed justification, between routines, tasks, procedures and how they meet animal welfare. 	<ul style="list-style-type: none"> Comprehensive understanding of how the five needs are met in the given context. Comprehensive analysis of prioritising tasks according to the context. Comprehensive evaluation of routines and procedures in the given context. Makes relevant connections, with comprehensive justification, between routines, tasks, procedures and how they meet animal welfare.

Activity 2: Review the health and safety requirements at Rosecross Zoo Farm. (15 marks)

Indicative content

Answers should demonstrate understanding of how well health and safety is being promoted and maintained, with reasons why identified changes could help to achieve this.

Areas for discussion could include:

- Issues around using bleach and (ammonia-based) detergents
- Requirement for dust mask use for different bedding types
- Potential transmission of disease, e.g. Salmonella, psittacosis
- Reference to risk assessments and safety requirements for staff, volunteers and visitors, particularly children
- Staffing levels and managing visiting groups, 'Keeper for a Day' alongside day-to-day activities
- Fire assembly point is marked but if people gather there they will be in the way of emergency services access – emergency vehicle access is only into storage area
- Storage area stores waste alongside feed for animals and humans – not clear how they are separated
- Only one set of toilets for use by all employees, volunteers and the public
- Fire marshal (Manager) is not present on weekends
- Issues around use of machinery, e.g. mowers
- Safety around pasture maintenance around wild cattle
- Evacuation plan seems to be in place but Assistant Manager/volunteer coordinator will not be present for practice on Thursday.

There are gaps in the stimulus material, such as:

- Requirement for overalls while cleaning
- Type of gloves required for PPE not stated
- Lack of protocol for cleaning out different types of animal enclosures
- No indication of handwashing stations for public.

Assessment focus	Band 0	Band 1	Band 2	Band 3
Health and safety requirements	0	1–5	6–10	11–15
	No rewardable material.	<ul style="list-style-type: none"> Generic knowledge and understanding of health and safety with minimal reference to given context. Limited analysis of routine tasks and how they meet health and safety. Makes simple connections between the importance of safe working practices and the given context, with minimal evaluation. 	<ul style="list-style-type: none"> Relevant knowledge and understanding of health and safety requirements with some appropriate references to the given context. Some analysis of routine tasks and how they meet health and safety. Makes some relevant connections between the importance of safe working practices and the given context, with some developed evaluation. 	<ul style="list-style-type: none"> Relevant and detailed knowledge and understanding of health and safety requirements with appropriate references to the given context. Detailed analysis of routine tasks and how they meet health and safety. Makes relevant and appropriate connections between the importance of safe working practices and the given context, with a well-developed evaluation.

**Activity 3: Review the legal responsibilities at Rosecross Zoo Farm.
(15 marks)**

Indicative content

Answers should demonstrate understanding of how well legal responsibilities are being met and reasons why identified changes could help to achieve this.

Legislation which learners could refer to:

- Animal Welfare Act (2006)
- Convention on International Trade in Endangered Species (CITES)
- Wildlife and Countryside Act (1981)
- Health and Safety at Work Act (1972)
- COSHH Regulations 2002
- Any other current appropriate legislation.

Areas for discussion may include:

- Five welfare needs and the extent to which these have been met
- Requirements for licensing, including emergency contact details, inspection by local authorities, requirements for written emergency plans and procedures
- Affiliation with zoo animal organisations, e.g. BIAZA, EAZA
- Cleaning procedures and adherence to COSHH and HASWA legislation, e.g. production and use of risk assessments for each potentially hazardous activity, safety data sheets
- Licences for import/export of endangered species
- Evacuation plans, practices
- Equipment and procedures in case of fire.

Assessment focus	Band 0	Band 1	Band 2	Band 3
Legal responsibilities	0	1–5	6–10	11–15
	No rewardable material.	<ul style="list-style-type: none"> Generic knowledge and understanding of legal responsibilities and requirements, with minimal reference to given context. Limited analysis of routine tasks and how they meet legal responsibilities. Makes simple connections between the importance of legal responsibilities and the given context, with minimal evaluation. 	<ul style="list-style-type: none"> Relevant knowledge and understanding of legal responsibilities and requirements, with some appropriate references to the given context. Some analysis of routine tasks and how they meet legal responsibilities. Makes some relevant connections between the importance of legal responsibilities and the given context, with some developed evaluation. 	<ul style="list-style-type: none"> Relevant and detailed knowledge and understanding of legal responsibilities and requirements, with appropriate references to the given context. Detailed analysis of routine tasks and how they meet legal responsibilities. Makes relevant and appropriate connections between the importance of legal responsibilities and the given context, with a well-developed evaluation.

TOTAL FOR TASK = 50 MARKS

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