



Pearson



Examiners' Report/
Lead Examiner Feedback

Summer 2017

BTEC Level 3 Nationals in Animal
Management

Unit 3 Animal Welfare & Ethics (31646H)

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 learners at: www.pearson.com/uk

August 2017

Publications Code 31646H_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 and Pass). 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 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 test 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 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 3: Animal Welfare & Ethics (31646H)

Grade	Unclassified	Pass	Merit	Distinction
Boundary Mark	0	25	33	41

Introduction

This was the first series of the new specification for Animal Management, and as such, the first time that this mandatory unit has been assessed via an external assessment rather than via centre based internal assessment.

The task paper followed the format identified in the additional sample assessment materials published on the Pearson website.

The paper had four activities. Each task was based on an area of the specification. Learners were required to demonstrate knowledge and understanding of a range of specification topics and to apply this knowledge to the specific task scenarios. The intention was to offer as broad coverage as possible for all areas of the unit content. Activities had varying weightings attached to them.

There was also a focus on the use of suitable technical and vocational language and terminology within each activity response.

Individual Activities

The following section considers each activity on the paper, providing examples of learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

Activity 1

This activity asked learners to 'identify welfare issues' there were a number of learners that identified issues not linked to welfare for example health and safety issues. This activity allowed learners to demonstrate and apply their knowledge and understanding to the scenario and on average good marks were achieved.

A number of learners gave considerable detail to licensing requirements rather than identifying welfare issues and a number of learners identified incorrect legislation and as a result of this scored low marks on this activity.

The wild mammals (protection) Act 1996, The Animal Health (Amendment) Act 1998, Welfare of Animals (staging points) Order 1998, and commission Decision 2001/383/EC amending commission Decision 2000/666/EC laying down the animal requirements and veterinary certification for the import of birds, other than poultry and conditions for quarantine.

The above response has identified incorrect legislation for the stimulus provided and therefore has limited the amount of marks that they were able to achieve.

Task Booklet

Please do not write answers outside the spaces provided below.

Activity 1

Write a welfare appraisal report of Countrytown Critters using the additional information provided in your **Stimulus Material Booklet**. In your report you should address the following:

- legislation and regulations relating to Countrytown Critters
- policies and practices relating to Countrytown Critters and how they link to the welfare requirements of the animals
- ethical issues relating to the welfare requirements of the animals at Countrytown Critters.

(20)

firstly there is a few legislations that come with running and owning countrytown critters. the main one is the animal welfare act 2008. this specifies on the animals needs and what they should be given. for the five needs which are suitable diet, suitable environment, be housed with or apart from others, to exhibit natural behaviour patterns and to be protected by pain, injury, disease and suffering. if these aren't met that the countrytown critters wont be allowed to ~~keep~~ the animals anymore or at all.

Another legislation would be the pet animals act 1951. without an authorised license to run a pet shop of any kind

such as Countytown Critters. It would be breaking the legislation. This legislation also protects the welfare of animals being sold as pets.

Also the Animal Boarding Establishments Act 1903. If any pet shop or place that keeps animals is going to have to apply by this legislation is. It only mainly deals with places where the boarding of animals is carried on as a business. This also covers the conditions of the food, water size of areas and disease and illness control.

Ethical issues within Countytown Critters is that the cafe is between two animal enclosures. It's bad because it teases the animals as well as it's gross to be sat eating food when all you might smell is the animals. It's very unhygienic.

(Total for Activity 1 = 20 marks)

9

9 marks awarded

In the response above, the learner correctly identified one piece of relevant legislation, the other pieces of legislation are not appropriate for the stated scenario limiting the number of marks that they were able to achieve.

Task Booklet

Please do not write answers outside the spaces provided below.

Activity 1

Write a welfare appraisal report of Countrytown Critters using the additional information provided in your **Stimulus Material Booklet**. In your report you should address the following:

- legislation and regulations relating to Countrytown Critters
- policies and practices relating to Countrytown Critters and how they link to the welfare requirements of the animals
- ethical issues relating to the welfare requirements of the animals at Countrytown Critters.

(20)

Countrytown Critters should follow the Animal Welfare Act 2006. This ensures that the animals are getting the main five needs. There are some issues with the welfare, however, some of the welfare is good.

The first welfare need is the need for a suitable diet. We cannot see if the animals are getting a suitable diet as we have nothing showing us what they get fed as well as how they get fed. For example, do they get any enrichment from food? Food enrichment is an important factor to be able to consider.

The next welfare need is the need for a suitable environment. First of all the enclosure for the big cats are too small. They need a lot of room for climbing structures and for two cats to be in there. The birds enclosures are also too small.

as they need a lot of room to be able fly. The sugar gliders and other rodents enclosures are small and the mesh enclosure may harm the animals if they get stuck or if it breaks. The sugar gliders and fruit bats are both nocturnal animals however, the chipmunks are not. Therefore, they would need to be situated away from each other as they would need different temperatures, and lighting.

The next need is the need to express normal behaviour patterns. The nocturnal animals in rodent house would need to be situated away from the diurnal animals as this would affect their sleeping pattern. The bird-eating tarantula is housed opposite the bird house. This could make the tarantula stressed if it can see the birds as well as stressing out the birds if they can see a predator. The kids play area and toilets are situated directly outside the enclosures. This could stress out the animals meaning they may start showing signs of abnormal behaviours.

The next need is to be housed with or apart from other animals. The wildcats are social animals so will need to be housed with a group

(Total for Activity 1 = 20 marks) 16

16 marks awarded

This response has correctly identified legislation that is relevant and appropriate to the scenario and as a result of this has scored much higher receiving 16 marks out of 20, as they have correctly applied their knowledge and understanding to the given context.

Activity 1 – Appraisal report

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Appraisal of animal welfare issues/factors based on information provided	0 No rewardable material	1-5 <ul style="list-style-type: none"> • Generic statements or isolated elements of knowledge and understanding • Welfare issues/factors identified link to some of the welfare needs and are supported by occasionally relevant examples. • Limited lines of reasoning evident in support of the welfare issues/factors identified which address either strengths or weaknesses • A limited attempt to link issues/factors to relevant welfare legislation/policy • A limited approach to scaling/ranking the issues/factors in terms of their impact is evident. 	6-10 <ul style="list-style-type: none"> • Demonstrates generally accurate knowledge and understanding • Welfare issues/factors identified link to all welfare needs supported by a few relevant examples. • Occasional lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses although there may be some imbalance • Partially developed linkage of issues/factors to relevant welfare legislation/policy • An adequate approach to scaling/ranking the issues/factors in terms of their impact is evident. 	11-15 <ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding • Welfare issues/factors identified link to all welfare needs supported by some relevant examples. • Lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses with a reasonable balance • Developed linkage of issues/factors to relevant welfare legislation/policy • An effective approach to scaling/ranking the issues/factors in terms of their impact is evident. 	16-20 <ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding • Welfare issues/factors identified clearly link to all welfare needs through the sustained use of relevant examples. • Comprehensive lines of reasoning evident in support of the welfare issues/factors identified which address both strengths and weaknesses in a balanced way • Comprehensive linkage of issues/factors to relevant welfare legislation/policy • A comprehensive approach to scaling/ranking the issues/factors in terms of their impact is evident.

Activity 2

This activity asked learners to identify to what extent was the information provided in the stimulus materials useful and what additional information would have allowed them to complete a more comprehensive appraisal. Very few learners actually addressed the issue 'to what extent was the information provided useful.' Many of them simply stating what else would have allowed for a more comprehensive appraisal to be completed, rather than indicating the usefulness of the information provided in the stimulus material booklet and then moving on from this listing other information that would have assisted the welfare appraisal. However, where learners followed the instruction 'to what extent' regardless of how well they had performed on the previous activity, very good scores were achieved.

Activity 2

To what extent does the information provided allow for a comprehensive welfare appraisal to be conducted? In your answer you must make reference to additional information that will be needed in order to complete a comprehensive welfare appraisal.

(10)

Whilst the information provided helped with the appraisal, there was a lot that could've been added. The enclosed list of enclosures was helpful as I could see what sizes were good or not, allowing me to assess the suitable ~~an~~ environment welfare need. However, this could've been more detailed as enclosure ~~rights~~ ~~were not included,~~ ~~which~~ sizes were not detailed enough, particularly in understanding how much space the birds needed.

It was difficult to carry out the appraisal of the aquarium, as a lot of information was missing. It did not state how many fish were in each tank, nor what specific species. This would have been important to properly judge if their suitable diet had been met.

In general, it should have included enrichment available to the animals, as this would ensure their need to exhibit natural behaviours and for suitable environment was met.

No layout of individual enclosures was included, which would have assisted in understanding if their suitable environment need was met. It also did not explain where the animals were fed from, or where staff entered to clean the enclosure, so I was unable to assess that

(continued on separate sheet attached ^{to back - page 3}) 9

(Total for Activity 2 = 10 marks)

Question
number

2	<p>suitability. Cleaning rotas could have been included as well, to ensure the suitable environment need was met maintained, and the need to be protected from pain, injury and disease was met.</p> <p>No information was provided on feeding plans and regimes for the animals, so I was unable to thoroughly assess the welfare need for suitable diet.</p> <p>There was no information regarding whether or not any of the animals were part of breeding or conservation programmes, which would have assisted in my understanding of the zoo licensing Act regulations being met.</p>
---	---

9 Marks awarded

This response shows a clear demonstration of a comprehensive evaluation of the suitability of the information with identification of relevant additional information that would improve the appraisal and clear evidence of reasoning to support evaluation and the additional information provided.

Activity 2 – Evaluation of evidence provided

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Additional information necessary to complete the appraisal	0	1-2	3-5	6-8	9-10
	No rewardable material	<ul style="list-style-type: none"> • A limited evaluation of the suitability of the information • Additional information identified is of limited relevance and would only partially improve the appraisal • Limited lines of reasoning evident in support of either the evaluation or additional information 	<ul style="list-style-type: none"> • A partially developed evaluation of the suitability of the information • Additional information identified is generally relevant and would adequately improve the appraisal • Occasional lines of reasoning evident in support of both the evaluation and additional information 	<ul style="list-style-type: none"> • A developed evaluation of the suitability of the information • Additional information identified is relevant and would effectively improve the appraisal • Lines of reasoning mostly evident in support of both the evaluation and additional information 	<ul style="list-style-type: none"> • A comprehensive evaluation of the suitability of the information • Additional information identified is consistently relevant and would considerably improve the appraisal • Comprehensive lines of reasoning evident in support of both the evaluation and additional information

Activity 3

Activity 3 is closely linked to activity 1 and learners were asked to produce an action plan of the issues identified in activity 1. However, many learners identified new issues here and when this occurred they were credited to activity 1. A number of learners did not apply realistic timescales to their action plan and as a result of this scored limited marks.

Activity 3

Produce an action plan for Countrytown Critters to address the issues identified in your welfare appraisal. Your action plan must include:

- actions required by the collection management team
- reasons for the actions
- timescales for the actions to be completed.

(10)

The first action to be put in place is an isolation room, the reason for this is if an animal gets sick there is a decrease risk of it spreading. This should be done in 5 months. Another action needed is a jobs ~~out~~ list for each day ~~so people know~~ so people know what they should be doing each day. This should happen within ²~~3~~ days. I also feel Sundays there should be one or two additional workers. I do not feel two workers if enough. This should be completed in two weeks.

(Total for Activity 3 = 10 marks) 3

3 marks awarded

The above response has been limited by the number of welfare issues that the learner has identified in their welfare appraisal, as they have failed to identify any issues with size and location of animals, they have only accessed a small number of the marks available.

Activity 3 – Action plan in response to issues identified

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Action plan in response to welfare factors/issues identified	0	1-2	3-5	6-8	9-10
	No rewardable material	<ul style="list-style-type: none"> • Suggested actions are limited in terms of addressing the issues/factors identified • Limited lines of reasoning evident in support of the actions • Actions are listed without an attempt to prioritise • Limited attempt to apply realistic timescales to the actions 	<ul style="list-style-type: none"> • Suggested actions are adequate in terms of addressing the issues/factors identified • Occasional lines of reasoning evident in support of the actions • Actions are listed with an attempt to prioritise • Adequately applies realistic timescales to the actions 	<ul style="list-style-type: none"> • Suggested actions are good in terms of addressing the issues/factors identified • Lines of reasoning evident in support of the actions • Effectively prioritises most actions identified • Effectively applies realistic timescales to the actions 	<ul style="list-style-type: none"> • Suggested actions are comprehensive in terms of addressing the issues/factors identified • Comprehensive lines of reasoning evident in support of the actions • Comprehensively prioritises all actions identified • Comprehensively applies realistic timescales to the actions

Activity 4

A large number of learners answering this did not particularly apply their knowledge and understanding to the scenario, but simply stating generic ethical issue that they did receive marks for, but the lack of application limited the number of marks that they scored on this activity

Activity 4

'We are a nation of animal lovers and as our desire to get up close and personal with animals increases, so does the number of walkthrough enclosures and hand feeding experiences.'

Discuss the ethical issues of allowing human interaction with wild animal species in captivity.

(20)

A zoo with a Contractarian, consequentialist ethical stance may provide members ~~with the~~ of the public with the opportunity to handfeed wild animals, or to walk through an enclosure. This is due to the fact that this is a very successful means of making a profit, as visitors will come to a zoo offering close interaction as opposed to one that does not. Zoos may also charge more visitors to handfeed spider monkeys, for example, which raises the profits. The profits can then be used to grow the business, such as purchasing new exhibits, or giving staff pay rises, or it may simply enhance the owner's life style.

However, some zoos may have the ethical view of a 'respect for nature' which would ensure that they would use the profits not necessarily for the animals interacting with the public, but to use for conservation projects which may help the animal's species as a whole in the wild. In both of the ethical theories above, the welfare of the animal's as individuals is of little concern, as well as the animal surviving and is healthy enough to interact with the public.

in order to make a profit, zoos may open walkthrough exhibits which place animals at very close proximity with humans, without hiding places. This would ensure a greater experience for the visitors, increasing the likelihood of repeat visits, but could cause stress to the animals, who may become ill as a result.

Directly linked to the contractarian ethical stance above is the relational ~~consequentialist~~ view point, which is also more obligation based but still with a profit-gain held at great importance. A relational view point would ~~encourage~~ promote the high standard of care for the animals, as they in turn could increase visitors to the zoo, increasing profit. The animals serve the zoo well, so the zoo would attempt to protect the animals at the same time as protecting their profits + visitors. This could be achieved by providing a walkthrough exhibit with adequate space for animals to run away and hide if they feel threatened, as well as providing sufficient staff members to ensure the public keep a safe distance from the animals. This would reduce stress for the animals, as well as protect the public from being hurt by the animals by getting too close. Hand wash facilities could be provided to prevent the spread of

(Total for Activity 4 = 20 marks) 18

18 marks awarded

This response has demonstrated accurate knowledge and understanding of ethical issues that are relevant to the scenario. Several viewpoints for consideration have been provided and clear linkages to the scenario. The responses show a clear structure and logical reasoning with correct terminology being used.

Activity 4

'We are a nation of animal lovers and as our desire to get up close and personal with animals increases, so does the number of walkthrough enclosures and hand feeding experiences.'

Discuss the ethical issues of allowing human interaction with wild animal species in captivity.

(20)

The issue with allowing humans to interact with the animals by touching or feeding is a big issue. Both animals and humans carry germs and possibly undetected diseases they could easily spread from human to animal or vice versa and you wouldn't be able to wash/clean your hands as there's no hand wash coming out of the enclosure or going in, all that's there is the toilets to be able to clean your hands with which is unhealthy and unhygienic.

Another issue is young kids could possibly harm the animal without knowing what he is doing or what's right and wrong but also the animal could bite a member of the public which wouldn't end well. Some cases the animal would be put to sleep depending on the seriousness also animals being public ~~is~~ put a bad

reputation on countytown critics because
parents wouldn't want to take their children
anymore because it happened to their child
as well.

As well as the animals being wild animals
is also an issue because the animals
won't be tame and could flip at anytime and
would cause ~~to~~ mayhem for the staff
and visitors, and possibly other animals too.

5 marks awarded

This response is both limited in the number of points it makes about issues associated with human animal interactions and raises no real ethical viewpoints. As a result of this only 5 of the 20 marks available for this activity have been accessed.

Activity 4 – Ethical issues

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Exploration /discussion of ethical issues on basis of information provided	0	1-5	6-10	11-15	16-20
	No rewardable material	<ul style="list-style-type: none"> • Generic statements or isolated elements of knowledge and understanding, with many irrelevant issues • Only one viewpoint is considered • Lines of reasoning are unsupported or unclear, with serious logical flaws in the arguments put forward • There is a lack of structure to the response with little use of appropriate terminology • Displays a superficial discussion leading a superficial judgement rarely supported through the application of relevant evidence 	<ul style="list-style-type: none"> • Demonstrates generally accurate knowledge and understanding of ethical issues relevant to the scenario with some lapses supported by occasional examples • Two contrasting viewpoints are explored with some consideration of how they are interrelated • Some occasional linkages present so that lines of reasoning are partially supported though following the argument may sometimes be difficult. • There is a clear structure to the response and appropriate terminology is used • Displays a partially developed discussion leading to a judgement occasionally supported through the application of relevant evidence 	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of ethical issues relevant to the scenario supported by some examples • Several viewpoints are explored with some consideration of how they are interrelated • Linkages present so that lines of reasoning are supported and clear. • There is an effective structure to the response and consistent terminology is generally used • Displays developed discussion leading to a judgement supported through the application of relevant evidence 	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of the ethical issues relevant to the scenario supported by sustained examples • Several viewpoints are explored with sustained consideration of how they are interrelated • Comprehensive linkages evidenced so that lines of reasoning are well supported, clear and concise. • There is a clear and logical structure to the response with thorough use of appropriate terminology • Displays a comprehensive discussion culminating in a judgement that is fully supported throughout by sustained application of relevant evidence

Unit Summary

Based on these performances on this paper learners should:

- Identify accurate and appropriate legislation within their response
- Link their response to both the requirements of the legislation and the stimulus material provided
- Use the number of marks awarded as a guide to the depth of the response required
- Know the different ethical theories and be able to apply them in different scenarios

