



Examiners' Report Lead Examiner Feedback

June 2022

Pearson BTEC Nationals
In Animal Management (31646H)

Unit 3: Animal Welfare & Ethics

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 website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

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:

<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>

You will need an Edexcel Online 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

June 2022

Publications Code 31646_2206_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

Introduction

This was the first summer series of this paper following the cancellation of exams due to the pandemic. This is the fourth June paper and the ninth time this mandatory unit has been assessed via an external assessment.

The parts A & B task paper followed the format identified in both the sample assessment material, the additional sample assessment materials and the previous past papers published on the Pearsons 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 and these weighting were consistent with the sample assessment materials and the previous papers.

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

As seen previously a number of learners included their preparatory notes completed in part A with their scripts and centres are reminded these should be retained by the centre as per the assessment rules. In some of the preparatory notes that had been included some notes contained plans for the different activities rather than factual notes that learners could apply to the stimulus material, the lead examiner considers this is wasted opportunity as learners could have had key facts with them to prompt discussion applied to the scenario.

Introduction to the Overall Performance of the Unit

The overall performance of the paper and standard of the work produced was good and the activities performed as expected. A number of learners that talked generically about animal welfare, the actual needs of the animals within the setting, legislation & ethics rather than identifying the welfare issues they identified within the stimulus material provided and applying their knowledge to it.

Individual Activities

Activity 1

In this activity learners have been asked to review the information provided in the stimulus material booklet and conduct an appraisal of animal welfare. Within this they are asked to identify the welfare issues facing the animals outlined in the stimulus material booklet and make relevant links to animal welfare legislation and licensing guidance.

This activity provides an opportunity for learners to apply their knowledge and understanding of animal welfare, husbandry, accommodation, licensing requirements and legislation to the scenario. Overall learners achieved good marks on this activity.

As seen in previous series a large number of learners failed to identify any legislation other than the Animal Welfare Act 2006.

A number of learners identified the Zoo licensing Act and also discuss other relevant legislation and engaged well with the council guidance provided.

As seen in previous series a number of learners RAG rated the issues when carrying out their welfare appraisal. However a number of learners actually RAG rated the stimulus material and missing information rather than the welfare issues that they identified. In addition to this a number of learners completed their action plan based on what was missing rather than the welfare issues identified in the information provided.

Task Booklet

Please do not write answers outside the spaces provided below.

Activity 1

Write an appraisal report of Bills and Beaks Bird Park using the additional information provided in the **Stimulus Material Booklet**.

In your report you should address the following:

- quality of care provided at Bills and Beaks Bird Park in relation to the five welfare needs
- legislative and welfare issues at Bills and Beaks Bird Park.

(20)

the first issue that I noticed is one thing about the layout of the park, the vulture walk through enclosure is very close to the caged birds. vultures are birds of prey and they will go after and try attack the caged birds. Because of this placement, this will cause the caged birds to stress and panic which can cause abnormal behaviours

Another issue that can be seen is ~~the leaflet~~. one of the adverts in the leaflet. the advert that says 'fly one of our birds of prey'. By letting that happen, it may cause stress for the caged birds, & they may feel like they are being hunted by the other bird if it flies over them. If a bird of prey is let free, they could attack any of the other birds. this would be very stressful.

the Staff rota and qualifications and training needs to be changed also. For a Starter I believe they need more staff. there is alot of birds to look after, many shops but only 4 members of Staff. Another issue is that Kate is working everyday but doesnt have any training. Kate needs to learn first aid and animal first aid. Another Staff issue is that mo is only working two days a week but is the only one with retail training.

the daily routine needs to change alot. the park should open earlier so all the cleaning gets done before they open, Health checks also need to be done before opening. feeding the birds should also be done before opening unless it is a feeding demonstration.

In the above response whilst they outline a number of welfare issues this is a band 1 response as these are isolated elements of knowledge and understanding. Although their issues are supported with some reasoning and an awareness of their impact there is no links to the five needs or any legislation. Therefore they did not demonstrate a thorough knowledge and understanding of how the welfare issues link to legislation and their implications resulting in **5 marks** being awarded.

- quality of care provided at Bills and Beaks Bird Park in relation to the five welfare needs
- legislative and welfare issues at Bills and Beaks Bird Park.

(20)

Red-

• In the regulations offered by licensing guidance it clearly states a separate **isolation facility** should be available ^{but} on the floor plan there is no isolation facility listed; which is a breach of avian influenza regulations and in breach of protecting them from pain injury and disease detailed in five welfare needs.

• None of the staff are properly **qualified** corresponding with guidelines set by licencing board meaning they may not be able to give animals correct care complying with welfare which is in breach of Conservation of habitat and species regulations 2017.

• From the **staff** rota I gather there are 4 staff, all of which overlap ^{on at least 1 day} ^{out of} 7 days a week except Friday and Sunday when staff member Kate is by herself feeding all 14 enclosures all within a ¹/₂ half an hour period. ^{business} indicating the ratio of birds to staff is wrong and ^{would} require more staff. ^{continued on}

6

would



next 6

this is a breach as not animals would get care and attention on those days so would breach animal welfare act 2006 as they'd be required to carry out all daily routine by herself.

• The materials used for enclosures are all wood and mesh which isn't gnaw proof and if a bird of prey or parrot really wanted to escape they can. This is also a breach as these enclosures are all situated outside and birds like macaws aren't acclimatised to UK weather and birds can easily get talons and small heads stuck in mesh causing pain and discomfort if injury occurs and is a breach of welfare act 2006, importantly 5 freedoms.

• They don't have an emergency containment space around all enclosures detailed in floor plan which is a breach, as if all animals escaped how do they catch or re-identify them? it clearly states in licencing guidance that there should be escape regulations in place, and have a containment net or large 20 foot wire fence with chicken wire roof (allows sunlight and weather in) where individual enclosures are situated inside would be majorly important to be in compliance with regulation ^{my suggestion is}

- No ~~bio~~ security measures - as all enclosure enclosures are positioned outside, how do they protect against avian influenza? which is spread through infected faeces, brought into park by unsuspecting visitors. This is in breach of avian influenza regulations, Conservation of habit and species regulations (2017), animal welfare act 2006 and importantly in violation of protecting animals from disease.

- What happens in event of fire? ~~No~~ No record of ~~fire~~ protocol and regulations and no fire shelter listed which indicates there are no fire regulations establish or ~~offer~~ alternative enclosure in event of fire ^{either} which isn't detailed in licensing guidance, but vitally important to allow birds freedom from fear and discomfort or ~~they~~ breach animal welfare act 2006 and put lives at risk

Amber-

- No information ~~detailing dimensions~~ of each enclosure but enclosures for owls need to be at least 43 Sq.ft and minimum 10ft tall which is only a guideline enclosures ^{as other} birds of prey must be twice the size to allow for natural behaviour or it would breach licensing regs and freedom to express natural behaviour.

- Create **information sheets** on each enclosure allowing visitors to see information on species, raise awareness and gain ~~awareness~~ confidence and inspire more young individuals.

Green -

- The bird park clearly have **good hygiene** standards indicated to me through the daily routine which clearly lists staff clean out each enclosure daily.

- All **enclosures** are situated outside allowing birds to receive natural ~~sun~~ daylight hours regulating a natural body clock.

- They carry out **health checks** daily allowing all staff to make sure birds are in full health and pick up early signs of infection.

- Birds **fed** twice a day indicating they are all healthy and fed fully depending on requirements of individual.

The above response is a band 4 answer it has been structured using a RAG rating they have identified red, amber and green welfare which have been linked to the five needs allowing a balance of both the positives of the collection and also identifying some animal welfare issues. Although this response does not identify all the welfare issues those identified have been discussed well and linked the welfare to legislation with application and reasoning. As a result of this they have gained all **20 marks** available for this activity.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Appraisal of animal welfare issues/factors based on 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. 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. 	<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. 	<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. 	<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. This activity performed as expected with learners structuring their response around each piece of stimulus material and stating what judgements it allowed them to make and then going on to discuss what additional information would have helped them with a more thorough appraisal. Although there were a number of learners that continued appraising the welfare of Bills and beaks bird park.

Activity 2

To what extent does the information provided in the **Stimulus Material Booklet** allow for a comprehensive appraisal to be conducted?

In your answer you must make reference to additional information that will be needed in order to complete a comprehensive appraisal report.

(10)

For a comprehensive appraisal to be conducted they will have to include more sections in their pet shop such as a isolation area, storage / cleaning area and they shouldn't put the children's play area so close to the birds because the noise / sound could be loud for the birds which cause them to become distressed.

The appraisal can be conducted if the pet shop makes a few more adjust changes such as if they move the birds away from the entrance because it may cause them to feel distressed since the door will be opening & closing letting a lot of air inside the shop.

The layout has good areas for everyone to enjoy because all of the birds have separate pens ~~because~~ because this means means the 5 needs because some bird species are social & some aren't. The next to housed with or apart from other animals. They also included a waterfowl pond which may



It includes include "ducks or geese" which is good because they have their own enclosure and they are able to exhibit their natural behaviour and the pet shop can include lily pads and a muddy area part as their environment for them.

The gift shop & cafe is a good helpful for the visitors because they can buy gifts for their family members and cafe will allow the visitors to sit down and relax. The pet shop has met the need welfare for the visitors because not many pet shops include a cage. They will gain more customers & good reviews and they will be able to gain profit from doing so.

When they included a childrens area is a good idea than than running around in the shop and this will give the children entertainment while using the pet shop. The cafe is near the play area and this will allow the parents to watch their kids from the cafe.

Including the play area will give allow the visitors to have a up close view while looking at the different species of bird and

~~the~~ This will help the visitors ~~to~~ ^{to} gain an understanding of how the birds are fed and how they exhibit their behaviour. This will show an advance how they are fed and will explain how their enclosure should be cleaned.

While looking at the stags now there's a experienced stagg which will be able to provide information if a visitors want to ask any questions at all. Kate is in all week which is helpful because she has experience and understands how birds should be able to meet their welfare ~~expectations~~ expectations.

They have also made a daily routine which will allow the birds / stags to have a schedule and they ~~was~~ understand it. For the animal welfare regulation 2018 the license includes "keeping or training animals for exhibition" the falconry display will count as training which tells us they are following the license. They also health check all the birds which ~~see~~ means their welfare because it's showing us that they are looking after the birds properly.

(Total for Activity 2 = 10 marks)

In the above response the learner doesn't answer the question writes about welfare issues, and as a result the learner was awarded **0 marks**.

Activity 2

To what extent does the information provided in the **Stimulus Material Booklet** allow for a comprehensive appraisal to be conducted?

In your answer you must make reference to additional information that will be needed in order to complete a comprehensive appraisal report.

(10)

Firstly, a full appraisal report can never be properly written without inspecting both the premises and the animals being kept there. Without doing a full in person appraisal, health checks ~~can~~ cannot be performed on animals to ensure they are in good condition and any damage to enclosures or other spaces cannot be noticed and reported. Behaviours of certain animals can also be observed for any stereotypies or abnormalities they may be displaying whilst ~~performing~~ performing an in person appraisal report.

However, it is still useful to be able to see documents provided by the business themselves as these may not be available whilst visiting the business in person. For example, the park layout gives me a birds eyes view of the park which helps me identify ~~placement~~ issues with certain placements of enclosures and other facilities. It also allows me to see the entrances of enclosures and buildings to ensure enough room is given for easy access. A downside

of the plan Bills and Beaks provided me with is there ~~is~~^{are} no measurements given around the enclosures to allow me to make sure the birds are being housed in suitable sizings for their species.

The Bills and Beaks leaflet provides information on the activities taking place at the park for the public and the timings of demonstrations and displays. This helps me identify any potential welfare issues that may be present whilst these activities are happening and whether the birds are being well rested between timings. It would have helped more if the leaflet was more specific about the types of birds being flown when and how interactive the activities are.

Next, the Bills and Beaks Bird Park staff rota shows the days each staff member is in and the qualifications and training they each have. This helped me identify insufficient training in most staff members and qualifications that were unrelated to animal care. It also highlighted days where just one member of staff was in which potentially lead to mistakes being made at the expense of the animals.

Bills and Beaks Bird park daily routine shows
 the ~~trainings~~ daily activities taking place at the
 park and the timings of these. This allows me
 to see the day-to-day husbandry being performed
 for the animals in their care and whether this
 is adequate or not. It also ~~also~~ helps me
 identify if any additional ~~extra~~ ^{on care} care such
 as health checks that need to be performed daily
 are getting done by the business.

Finally, the licensing guidance which is a copy
 of the rules needed to be followed set by the
 council in order to gain a license shows the
 guidelines a business has to ~~obey~~ adhere to in
 order to gain or keep a license. This allows me
 to check some of Bills and Beaks activities
 and husbandry care against ~~these~~ the guidance
 to make sure they are complying with the
 rules of their license. It helped me identify
 some rules they had broken that could potentially
 cost them their license.

The above response is a good evaluation it is structured around each piece of material provided stating why it was useful and stating what additional information they would have liked in order to complete a more comprehensive appraisal which is consistently relevant and would improve the appraisal report and has comprehensive lines of reasoning. Therefore this response was awarded all of the **10 marks** available for this activity.

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

In activity 3 learners produce an action plan which is based on the welfare issues that they have identified at Bills and Beaks Bird park in activity 1. A number of learners produced an action plan with no priority or realistic timescales and a number of learners based their actions plans around the information that was missing rather than the welfare issues raised and both of these limited the marks they were awarded. As seen in previous series the learners that achieved the best marks in this activity considered the format and structured their response to ensure that they outlined the action, why the action was required, the timescale and priority of the action.

Activity 3

Produce an action plan for Bills and Beaks Bird Park to address the issues identified in your appraisal.

Your action plan must include:

- actions required by the management and staff
- reasons and priority for the actions
- timescales for the actions to be completed.

(10)

action one looking in the booklet I see the staff rota and I don't think it is fair such as Kate has no days off and Kai / Mia only work two days so I would take Kate off for two days such as Monday and Sunday and have Kai working and on Sunday only one staff so have on Mia, Kai and Nabeela

In the above response the learner has identified very limited actions and the plan does not include any priority, timescales or reasoning this response was awarded **one mark** for this activity

Activity 3

Produce an action plan for Bills and Beaks Bird Park to address the issues identified in your appraisal.

Your action plan must include:

- actions required by the management and staff
- reasons and priority for the actions
- timescales for the actions to be completed.

(10)

Action 1 - most important

- All staff must be given extensive training on how to care for the animals birds, public safety, bird welfare.
- All staff must have a qualification that links to the care of birds or animals. Like BTEC animal management, zoology, ecology.

The reason these actions must be taken is because it then ensure that the staff know exactly what the birds require to maintain good welfare and so therefore the care provided for the birds will be of the best standard possible.

This action should be taken care of first since it has the highest priority because if the staff do not know how to care for a bird then their whole welfare and health will be impacted massively.

These actions should be completed in a month. This allows the training to be organised and then also run for more than one staff member.

Action 3

- The bird park should be closed minimum of 2 days a week. ~~pre~~ The best days to close the park would be ~~the~~ a Monday and Thursday.

~~This action~~ The reason for this action is so that the birds then get a break from all the noise and people and demonstrating. This should then keep their stress levels lower.

This action is second in the priority list because it directly effects the birds rather than as a secondary effect, meaning it will have a stronger effect on the birds. So therefore the health and welfare of the birds will be impacted more.

~~These~~ ^{This} actions should be completed by ~~2 weeks~~ 2 weeks ~~pre~~ because that should allow time for the ~~word~~ ^{word} to be spread that the bird park is closed on those days, ~~as~~ As well as allowing time to get the resources to be able to get the word out of the bird park closing on those days.

Action 3 - least important

- The staff should have ~~at least~~ 2 days of rest a week where they are not working.

The reason for this action is so that the staff will have days where they can then rest and allow ~~the~~ their energy to build back up. This then means they will come to work not as tired, ~~attentive~~ ~~good~~ attention, and observant. This will then ~~at~~ help to prevent any mistakes being made due to fatigue so the birds then will not be impacted by that mistake.

This action is least in the priority list because if the problem causes more of an indirect impact on the mistakes may not always affect the birds but rather the public. so it means the birds aren't as likely to be impacted by this problem like the 2 other problems do.

This action should be completed ~~by a week~~ ^{in 10 days} because that gives time to then create all the staffs ~~preferred~~ new rotas and get them looked over to make sure sure they would work. And then to finally inform the staff of their new rotas.

The above response is a well-structured and laid out response, all of the actions identified have comprehensive lines of reasoning with required and a realistic timescales, and are prioritised. This response was awarded all **10 marks** available for this activity.

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

The structure of this paper is that learners are given an additional scenario for activity 4, and they are to apply their knowledge and understanding of ethical issues and apply them to this scenario, in this case the ethical issues of keeping bird species as pets and how this impacts on their conservation status.

As seen previously a number of learners addressed the scenario with no reference to any of the ethical theories. Again, as seen previously some learners discuss the ethical theories generically without particularly applying them to the given scenario limiting their ability to gain good marks on this activity.

Recently there has been an increase in the number of birds being kept as pets. For example, over 50% of all parrot species in the wild have declined in population and parrots are the most traded birds according to border control authorities.

Explore the ethical issues of keeping bird species as pets and how this impacts on their conservation status.

(20)

Ethical issues include problems like exhibiting ^{companionship} natural behaviours, and enclosure size. This also falls under the five needs in the Animal Welfare Act 2006. Removing parrots from the wild and keeping them as pets does not only affect their conservation but also affects factors like food chains. By disturbing the food chain, predator and prey levels increase and decrease (depending on what is removed) causing disturbance for multiple ~~animal~~ species. Removing wild animals from their home to your home is not beneficial to them and can cause massive declines in health. This includes being removed from open land to a small cage where they may not have the ability to fly or be let out. This can cause abnormal behaviours like ^{over} feather plucking where the bird will harm itself due to boredom, ^{and} stress.

The above response is very brief and doesn't answer the question. It contains isolated elements of knowledge and understanding, the lines of reasoning are unsupported, and it makes no links to the ethical theories therefore was awarded **2 marks**.

scenario

Recently there has been an increase in the number of birds being kept as pets. For example, over 50% of all parrot species in the wild have declined in population and parrots are the most traded birds according to border control authorities.

Explore the ethical issues of keeping bird species as pets and how this impacts on their conservation status.

(20)

An Animal Rights Deontologist could argue that birds kept as pets are not properly looked after. This is because the owners are often inexperienced and unable to provide an appropriate environment and suitable diet. Therefore, the welfare of the birds is not a priority.

A bird pet owner who is a consequentialist could argue that their actions are not unethical as the bird would otherwise die in the wild.

A contractarian keeping waterfowl such as ducks as pets could argue that they do so in order to get either meat or eggs in return. For this reason, they could argue that they are providing the duck with a suitable environment in turn for their egg supply. Therefore, both of them are benefitting from each other and are therefore reliant on one another.

On the other hand, an animal rights consequentialist would view their actions as unethical as the consequences of feeding a bird an inappropriate diet can ~~offend the behaviour~~ consist of behaviour

problems. This affects the conservation status of the birds as they are either too unfit to return to the wild or die during the process. Death can occur due to competition for the food. As the bird is too unfit to search for food, it may find itself being consistently outcompeted.

An Animal rights deontologist may also argue that pets birds kept as pets do not receive efficient social interaction. The birds are therefore being deprived of expressing their natural behaviours. If these birds were to be reintroduced to the wild, they may become overwhelmed and unable to interact with others.

This could affect their mating and behavioural patterns.

An animal rights utilitarian may argue that keeping animals as pets does not produce the greatest good for the greatest number. This can only be achieved when the birds are all left to thrive in their natural environment. By doing this, there will be an increase in mating, increasing the population of the species.

However, ~~consequentialist~~ a consequentialist may disagree and state this is not producing ^{the} greatest good as there will be more competition. By reducing the number of birds in the wild and taking them in as pets, competition will be reduced, causing less aggressive

Some animal rights consequentialists may argue that by keeping birds as pets, you are improving their quality of life as they are being provided with a rich diet that they would struggle to sustain in the wild due to the competition.

Keeping birds as pets provides them with a safe area to ~~stay~~^{stay}, away from predators. This will improve their quality of life as they are being protected from pain under the Animal Welfare Act.

This will ^{also} improve their conservation status as they are healthier for mating.

An animal rights consequentialist could also state that birds as pets are provided with better husbandry care such as necessary wing clipping. This can improve their conservation status as they are healthier and ~~more~~ their appearance is more appropriate for mating.

However, an environmentalist may argue that wing clipping is unethical as it prevents the birds ability to fly. This can affect the conservation status of that bird as they may struggle to get out of a dangerous situation with a predator.

The above response is a comprehensive discussion that outlines a good number of ethical issues and discusses the issues associated with keeping of birds as pets. It gives thorough examples and considers both the welfare of the birds and conservation which is linked to ethical theories and terminology with comprehensive lines of reasoning. This response was awarded the full **20 marks** available for the activity.

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 to 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.

Summary

Based on these performances on this paper learners should:

- Engage with the stimulus material provided including the council guidance and use this to identify welfare issues within the setting provided.
- Link the issues to accurate and appropriate legislation with reasoning and an understanding of the impact of these issues.
- Understand that their role is to complete a welfare appraisal prior to an inspection visit.
- Use the number of marks awarded as a guide to the amount of depth required and read the question and ensure it is fully answered.
- Know the different ethical theories and terminology and apply them in different scenarios demonstrating understanding through the use of relevant examples.
- The specification and/or sample assessment materials (SAMs) located on the BTEC National qualification webpage located [here](#).



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

