Practice Marking Materials for Technical Qualifications

2019

City & Guilds

Level 3 Advanced Technicals in Equine Management 540 Qualification [0172-003]

Introduction

The synoptic assignments for the City & Guilds Technical Qualifications are externally set summative assessments which are internally marked by tutors. It is the centre's responsibility to ensure candidates' work is marked in a standard way across the centre, using the specified marking grid, in order to rank performance on a single mark scale.

Practise marking materials are useful to support centre staff with internal standardisation and as a pre-standardisation activity. The materials are produced to support staff in the process of marking including how to effectively use marking grids and assessment objectives (AO).

The marking materials must be considered alongside the Technical qualifications Marking and Moderation Guide

It is recommended that all tutors, including any unlikely to mark, are included in early discussions around the use of the marking grid, as all tutors should understand the basis of marking as it could shape their teaching by helping candidates practise bringing their skills and knowledge together to complete a problem, and helping them learn how to explain and justify their choices in terms of the subject knowledge in preparation for summative assessment. Tutors must study the *Marking and Moderation Guide: https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support* which provides detailed information about generic assessment objectives, and the marking grid, to ensure they are clear about the different AOs and how they may show up in evidence for assignments in the subject area. If there is more than one tutor carrying out marking at the centre, this process should be carried out as part of a group activity to ensure all markers are clear and in agreement about what sorts of evidence are relevant for assessment and which AO they fit into.

The following materials could form the basis for pre-standardisation practice and discussion could take place using evidence from trial runs/formative assessment activities. Standardisation should also take place using the evidence from the actual assignment set for that year, so along with utilising this tool, please ensure that activities surrounding the 2019 assignment also take place.

Within this pack, you will find

- a sample task brief
- a copy of the marking grid used for the synoptic assessment
- a sample of materials responding to either last year's synoptic assignment or a sample set of tasks. This includes learner produced evidence and tutor observations of the practical performance.

And finally, the Principal Moderator has provided a breakdown of the marks for the different assessment objectives along with general hints and tips on the synoptic assessment.

Assignment Brief

You are a groom working on a yard in the spring which specialises in bringing on and selling young horses.

A two-year-old cob colt is being brought in from wintering out on another yard. The colt is 15hh, underweight [420kg] and has developed mud fever which requires attention. You need to produce an information document on the causes of, and treatment for, mud fever so that you are fully aware of the infection prior to the horse's arrival.

The cob colt box walks when isolated in a stable, this could prove hazardous to those working around the horse. The yard manager will be carrying out a risk assessment and has asked you to produce a document outlining the potential risks of this situation.

The current employees on the yard have very limited knowledge of box walking in horses. Therefore, you have been asked to produce a report in order to educate the rest of the team. It is important to ensure it covers the impact of the natural and domestic environment, reasons why horses can exhibit this behaviour and the management and welfare implications of this behaviour.

In preparation for the arrival of the cob colt you will need to conduct a stable assessment. Once the colt arrives you will be responsible for its immediate care which means performing a health check, mucking out the stable, assessing the feet, treating the mud fever and fitting the colt with an appropriate stable rug.

The yard manager has also tasked you with ensuring the colt is given a correct diet when it arrives on the yard, therefore you will be expected to produce a detailed short-term feeding plan for the horse.

In addition, there is a recently broken 4-year-old horse, with a tendency to over reach on the yard, who is for sale. You are responsible for preparing and presenting her for photographs. She then needs to be tacked up for ridden work in order to film a short-ridden video for use in an online sales advert.

Tasks

Task 1

You need to plan and prepare for the upcoming arrival of the cob colt and ensure the following documentation is ready for when the horse arrives:

- Information on potential safety risks from a horse that box walks
- Box walking report, to include:
    - The impact of the natural and domestic environment.
    - Reasons why horses can exhibit this behaviour.
    - Management and welfare implications of this behaviour.

Conditions of assessment:

The documents must be completed working alone, under supervised conditions.

What you must produce for marking:

- Information on the possible risks for use in a risk assessment.
- Box walking report.

Task 2

To ensure everyone on the yard understands how to care for the colt you have been instructed to prepare an information document on the causes and treatment for mud fever.

Conditions of assessment:

The documents must be completed working alone, under supervised conditions.

What you must produce for marking:

- Mud fever information document.

Task 3

Carry out a stable assessment to ensure the stable is suitable for the colt, which is arriving next week.

Conditions of assessment:

You must carry out the stable assessment on your own, unsupervised, and collect photographic evidence to support your findings.

What you must produce for marking:

- Written stable assessment with relevant photographs.

Task 4

Undertake the immediate care of the two-year-old colt that has arrived on the yard.

To include:

- A health check
- Mucking out the stable
- Assessing the feet
- Treating mud fever
- Fitting with an appropriate stable rug

Conditions of assessment:

You must carry out the task on your own, under supervised conditions.

What you must produce for marking:

- Health check sheet.

Additional evidence of your performance that must be captured for marking:

- Tutor notes recording the standard and accuracy of your performance.

Task 5

Produce a detailed feeding plan for the yard manager which explains the colts feeding requirements. To include:

- Information on the function of the major nutrients for the different types of food selected.
- Consideration of the life stage and condition of the horse.

Conditions of assessment:

You must carry out the task on your own, under supervised conditions.

What you must produce for marking:

- Feeding plan.

Task 6

Prepare the 4-year-old horse for the photographs and then tack up the horse to be filmed for the online sales advert.

Conditions of assessment:

You must carry out the task on your own, under supervised conditions.

Additional evidence of your performance that must be captured for marking:

- Tutor notes recording the standard and accuracy of your performance.

Section 2 Marking Grid

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	**AO1 Recall** of knowledge relating to the qualification LOs • Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? • How accurate it their knowledge? Are there any gaps or misunderstandings evident? • How confident and secure does their knowledge seem?	(1-2 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy.	(3-4 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps.	(5-6 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick.
		Examples of types of knowledge expected: Relevant legislation, signs of health, diseases and disorders, horse accommodation, risk assessments, husbandry and breeding, structure and functions of biological systems, national and international conservation strategies.		
		Bottom of band: Shows a limited range of knowledge from across the qualification with some inaccuracies and omissions of some key areas. Top of band: Shows a range of knowledge from across the qualification with some inaccuracies in some key areas.	Bottom of band: Shows a generally accurate range of knowledge from across the qualification. May contain some minor inaccuracies, but these are infrequent. Top of band: Shows an accurate range of knowledge from across the qualification which is detailed in key areas.	Bottom of band: Shows a detailed and accurate range of knowledge across the qualification and demonstrates a degree of confidence in key areas. Top of band: Shows a comprehensive, accurate and confident recall of knowledge from across the qualification.

25	AO2 Understanding of concepts theories and processes relating to the LOs • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept?	(1-5 marks) Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing.	(6-10 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible.	(11-15 marks) Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations. Logical reasoning, thoughtful decisions, causal links, justified.

		Examples of understanding expected: Equine pathogens and preventative treatments, horse welfare, equine behaviour, nutrition and feeding requirements, breeding strategies, equine biological systems, control mechanisms in horses, neural control in horses, horses senses and adaptations, national and international conservation strategies.		
		Bottom of the band: Shows a limited understanding from across the qualification. Gives simple explanations of key concepts, theories and processes, however these are basic and sometimes incomplete. Some misunderstanding and confusion in key areas, which leads to illogical connections between theory and practice. Top of the band: Shows an understanding from across the qualification. Gives simple explanations of key concepts, theories and processes. Some misunderstandings, however in key areas starting to make limited connections between theory and practice.	Bottom of the band: Shows understanding from across the qualification and in key areas makes logical connections between theory and practice. Explanations of concepts, theories and processes are mostly coherent and well explained, but may lack depth in some areas. Top of the band: Shows understanding from across the qualification makes logical connections between theory and practice. Explanations of concepts, theories and processes are coherent and well explained.	Bottom of the band: Shows understanding from across the qualification and makes casual connections between theory and practice. Explanations of concepts, theories and processes are detailed and very coherent. Top of the band: Shows comprehensive understanding from across the qualification and makes casual connections between theory and practice. Explanations of concepts, theories and processes are detailed, very coherent and clearly justified.

30	AO3 Application of practical/ technical skills • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?	(1-6 marks) Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care. Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	(7-12 marks) Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature. Somewhat successful, some inconsistencies, fairly adept/ capable.	(13-18 marks) Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity. Dextrous, fluid, comes naturally, skilled, practiced.

		Examples of skills expected: Calculating horse feed rations, horse handling, accommodation maintenance, health checks, and husbandry skills, health and safety.		
		Bottom of band: Shows poor attention to detail. There is a lack of effective engagement with the tasks and work produced to a poor to limited standard. Tasks not completed within agreed timeframes or are rushed. Limited health, safety and hygiene compliance. Quality of skills is limited and may be carried out with some awkwardness. Poor care of equipment. Minimal consideration for the horse needs. **Top of band:** Shows fair attention to detail with limited engagement with the tasks. Work produced to an adequate standard. Tasks may not be completed within agreed timeframes or may rushed. Some health, safety and hygiene compliance. Quality of skills sporadically applied. Minimal care of equipment. Minimal consideration for the horse's needs.	**Bottom of band:** Shows fair attention to detail. Effective level of engagement with the tasks. Work produced to a reasonable standard. Completes tasks within agreed timescales. Compliance with health, safety and hygiene requirements. Quality of skills is adequate. Adequate care of equipment and consideration for animal needs. **Top of band:** Shows attention to detail and engagement. Completes tasks within agreed timescales. Compliance with health, safety and hygiene requirements. Confident application of skills and work produced to a good standard. Appropriate care of equipment. Consistent consideration for the horse's needs. Demonstrates awareness of industry standards.	**Bottom of band:** Shows consistent attention to detail and engagement and often uses own initiative in tasks. Completes tasks within agreed timescales. Competent application of health, safety and hygiene requirements. Demonstrates skills to industry standards. Appropriate care of equipment. Consistent consideration for the horse's needs. **Top of band:** Shows consistently high level of skills to industry standard. Completes tasks competently and confidently within agreed timescales. Always uses own initiative in tasks. Work produced to a high standard. Excellent attention to detail including health, safety and hygiene considerations consistently applied. Consideration for the horse's needs paramount throughout and appropriate care of equipment. Adapts and make adjustments to practice.

25	AO4 Bringing it all together - coherence of the whole subject • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out solutions to new contexts/ problems on their own?	(1-5 marks) Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information. Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	(6-10 marks) Shows good application of theory to practice and new context, some inconsistencies. Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice.	(11-15 marks) Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose. Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.

		Examples of bringing it all together: Bringing together all knowledge and research, reflection and evaluation of management plans, links to equine welfare. There is some evidence of the candidate using their knowledge, understanding and skills to make straightforward links between limited topics across the qualification. Little evidence of them using their knowledge and understanding to inform practical activities.		
		Bottom of band: There is some evidence of the candidate using their knowledge, understanding and skills to make straightforward links between limited topics across the qualification. Little evidence of them using their knowledge and understanding to inform practical activities. **Top of band:** The candidate shows evidence of using their knowledge, understanding and skills to make key links between limited topics. Limited evidence of candidates using their knowledge and understanding to inform practical activities.	**Bottom of band:** The candidate consistently brings together their knowledge, understanding and skills with basic analysis, problem solving, and reflection on equine management. Candidate makes key links between a range of topics across the qualification and uses these links to inform practical activities. **Top of band:** The candidate consistently brings together their knowledge, understanding and skills with sound analysis, problem solving and clear reflection on equine management. Candidate makes key links between a wide range of topics across the qualification and uses these links to inform practical activities.	**Bottom of band:** The candidate coherently brings together knowledge, understanding and skills to solve problems across the qualification, including good reflection and evaluation on equine management. Candidate uses theory and skills effectively to achieve tasks and understands the context in which the tasks are undertaken. Candidates can solve problems independently. **Top of band:** The candidate demonstrates a holistic understanding across tasks. Uses a wide range of sources and shows in-depth knowledge, understanding and skills to propose industry appropriate solutions to problems faced. Candidate reflects and evaluates on both animal management and own practice to identify areas for improvement.

10	**AO5** Attention to **detail/** perfecting • Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions? • How much is accuracy a result of persistent care and attention (eg measure twice cut once)? • Would you describe the candidate as a perfectionist and wholly engaged in the subject?	(1-2 marks) **Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.** Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	(3-4 marks) **Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.** Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	(5-6 marks) **Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.** Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
		Examples of attention to detail: Justification and suggestions of areas for improvements, links between husbandry, welfare needs and behaviour, checking quality of work for accuracy, review of progress, self-evaluation.		
		There is limited attention to detail. Evidence provided shows inaccuracies or gaps in assessment tasks. Quality of work mostly meets industry standards.	There is consistent attention to detail across all tasks. Evidence provided is accurate and related to specific tasks. Quality of work meets industry standards.	The candidate is highly focused on all tasks, showing great care and attention to detail. Candidate utilises feedback to improve own performance and to achieve excellence. Tasks are always completed to a high level industry standard and timescales.

Key

AO1 recall Green

AO2 Concepts Pink

AO4 Bringing it together RED

AO5 Detail perfecting BLUE

SYNOPTIC ASSESMENT

TASK1: BOX WALKING

Box walking which is also known as stall walking is a stereotypical behaviour, this is when a horses paces around the stable for short period of time or a long period of time. Box walking can be caused by boredom, stress or a combination of the two. Horses are also known to fence walk, this means that when a horse has been turned out it will pace up and down the fence line. Some horses are known to box walk and fence walk but sometimes a horse prefers a particular environment and will only be bored or stressed in either their stable or field. If you notice the horse is pacing slowly in either their field or stable, it is more likely to be because they are unhappy within their surrounding environment. Whereas if you notice that they are pacing a lot quicker than its more likely to be down to the fact that they are stressed or have fear of being kept within that environment. To avoid this habit being picked up by horses you need to adjust their environment to the horses needs, and give them a stress free environment for them to be happy. This is for various reasons such as:

Horses well-being:

Since box walking is a sign of boredom and or stress you need to address the root issues; this will help to find out how to help your horse in the best way possible. In some cases of box walking it gets so severe that the horse will pace so often and it will forget to eat and so this causes them to start to ignore their food as it becomes normal to them. This causes major weight loss as they aren't eating forage which horses do most of the day because they are trickle feeders, and they won't eat their concentrate feeds either. Horses pacing constantly throughout the day can causes damage to their ligament, which takes a long time to heal. This means they can't be on box rest as it will cause even more damage.

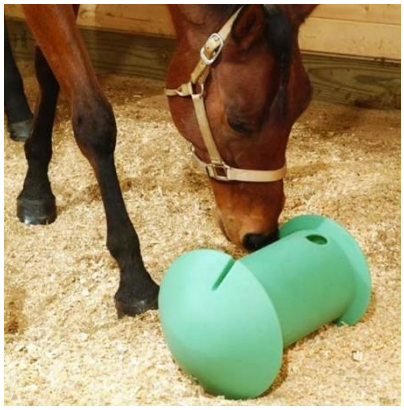
Prevention:

Box walking can be a sign of an issue. Therefore, if it is not corrected in time, the horse will carry on with its behaviour and it will become a permanent behavioural problem and impact on other horses. This will cause more damage to ligaments and in serious cases they will loose dramatic amounts of weight. To prevent your horse from developing this stereotypical behaviour in a severe matter you need to adjust its surrounding environment with toys to keep them occupied such as mirrors or treat balls. If toys do not help maybe try moving your horses stable close to one of its close companions so that it will interact more, and hopefully forget about its developed habit. If the box walking is not resolved it can cause other stereotypical

behaviours such as crib biting, wind sucking and weaving to develop. You have to correct it promptly in order to avoid various other habits.

Cost:

A horse with the habit of box walking can actually cost more money than one that doesn't box walk. This is because when it paces round and round the stable it distributes droppings all amongst the bedding, spreading it throughout its entire stable. This causes the owner to have to muck out the stable more than often taking out all the bedding rather than just some of it like you would if it was a non-box walker. This creates an increase of bedding consumption wasting more money and it also means its more time consuming adding additional cleaning time. Owners may have to choose a less expensive bedding such as straw.



Minimizing box time:

If you minimise the box time for a box walker, they might be less inclined to being bored or stressed of being trapped in a stable for long periods of time. You need to maximise the pasture time so that they can interact with other horses and socialise, this will be good for them as they can play and groom each other which creates less time for them to be bored and start to pace up and down the fence line. Minimise the box time and keep the pasture time to a maximum.

Neighbours:

Horses are very sociable animals in the wild and box walking is non-existent as they have all the freedom they want to display their emotions and aren't stuck in a stable. Horses are always found in herd groups in the wild which obviously is natural for them. So if your horse fence walks why don't you try turn your horse out with other horses or some companions so that it's not bored and they can groom each other, or if your horse does it because it is scared of something, then try group turn out so that it will not be by itself and wont wind its self-up in those situations.

Food:

Horses are very much food orientated, in which case if you leave your horse in the stable without any forage and other horses around have been fed or are eating that can stress horses out and that can add to the development of box walking so it's best to make sure your horse has plenty of forage to last whilst you're not there, like overnight or throughout the day. If your horse has a severe case of the stereotypical behaviour, then its best to make sure they have food 24/7 as they will loose weight if they aren't eating but constantly moving around their stable.

SIGNS OF BOX WALKING

- May start as weaving from one side to another
- Start to pace back and forth
- Walking round the stable
- Weight loss
- Cracked hooves

- Loss of appetite
- Boredom
- stressed

Box walking in domesticated environment:

In a domesticated environment it is a horse's natural thought to box walk to calm themselves from stress or boredom. They try to keep themselves busy but in the process they don't realise what a bad habit like box walking can cause, they just do it, it's like an instinct. In a domesticated environment, horses have no choice but to do one the stereotypical behaviours because they are bored and they get put in stables, away from any freedom. Although there are pros to stabling there are also a lot of cons. In a domesticated environment horses are restricted from grazing as they are in a field and when they are in a stable they can only eat however much the owner gives which is not natural at all because, in the wild they eat whenever they want. Owners don't teach their horses to box walk it just come naturally to that horse because it has been taken away from its happy natural environment, and been placed a new one which can confuse, scare and stress them out.

Box walking in natural environment:

In a natural environment box walking is non-existent as horses are in the wild and have all the space to rome and display their emotions instead of a domesticated environment where their grazing is restricted and in stables it very much restricted they can only eat whatever the owner supplies them with. Box walking is a horses thought to how they can calm themselves down very much like when a human is scared or stressed we pace back and forth in a hallway or in a room.

BOX WALKING

RISK ASSESMENT

RISK 1: MEMBER OF PUBLIC WALKING INTO A HORSES STABLE.

This is a big risk to that member of public and the horse. A member of public will not know the horse, and nor does the horse recognise the person, this shows they are both potentially at risk. If a horse box walks and you open their stable door and you don't have experience that horse will know and take advantage straight away and will try to escape as soon as the stable door is opened. This could cause major damage to the person and to the horse. The horse may trample past the person or kick to get her out the way and it could catch her, and it could be life threatening or just a minor injury either way, anyone involved could be at risk. The horse may get his leg stuck in a haynet or trip over which would make an impact on that horse.

RISK 2: DAMAGE TO LIGAMENTS

A horse that has a severe case of box walking will easily cause damage to its ligaments. When the horse is walking round and round the stable its ligaments are never getting rest and it will heat up and get stiff. This would be as bad if a horse was just walking around its field because a stable is a smaller compact area therefore the ligaments don't get stretched out and they get tight.

RISK 3: WEIGHT LOSS

This is a risk to that horse because if the box walking is at a serious stage then it will begin to ignore its food and just constantly walk around and it will not eat its forage. Horses are trickle feeders which means they eat for pretty much half of the day they eat and eat until they don't want anymore. So if a horse that box walks isn't eating it will loose weight rapidly and it will be hard to get their condition back to normal as they have now developed a habit which is hard to get out of and can be made permanent. It is better for a horse to be overweight than underweight therefore so try prevent your horse from being bored or stressed when in a stable. Being underweight can cause more issues for your horse like malnourishment and illness', which takes time for them to recover.

RISK 4: MUSCEL BUILD UP ON ONE SIDE

When the horse is box walking, generally the will only walk one way. This causes the horse to build up a big amount of muscle on one side of the body causing unevenness. This also makes the non-muscular side become very weak, as it isn't being worked. This can cause issues if you ride the horse as its muscular side will begin to feel tight and the horse will need a massage to loosen it up again.

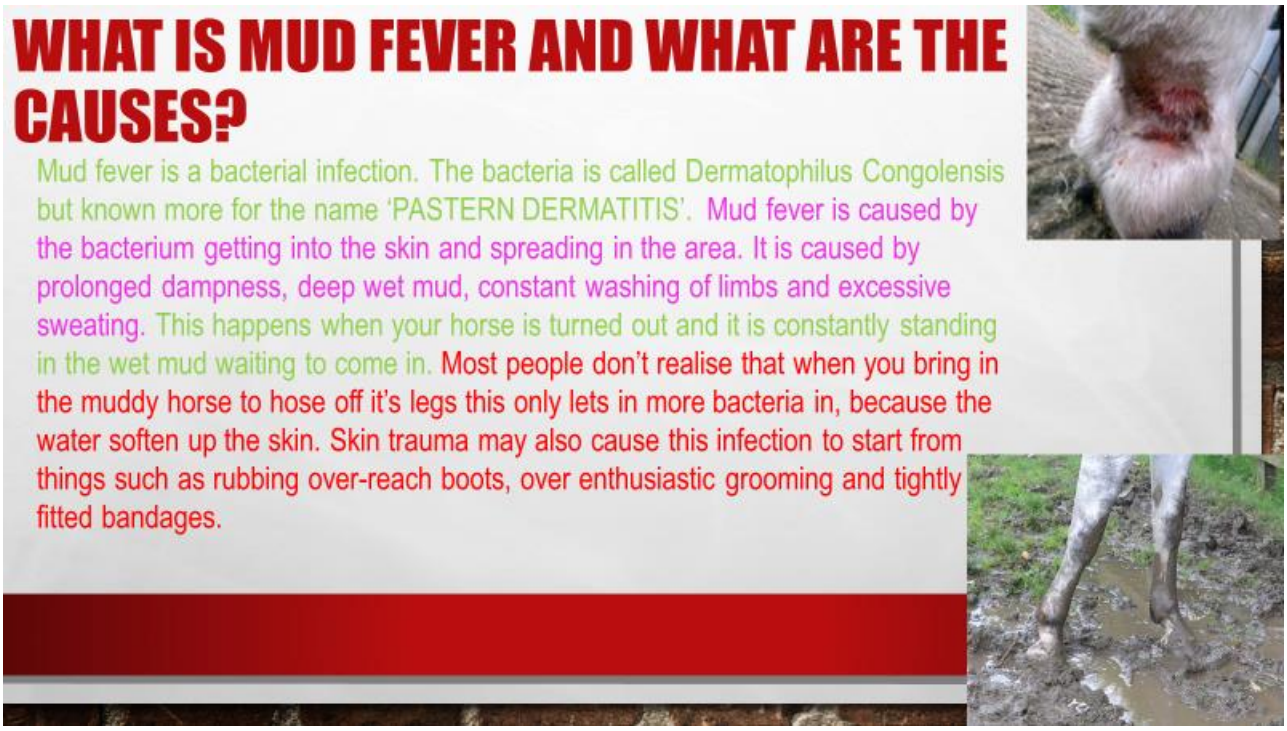
RISK 5: STUDENTS HANDLING THE HORSE

The students are at bigger risk of being injured or hurt by the horses that as they have very limited experience with horses that box walk. If a student went into a horses stable that does box walk the horse may feel inclined to try and escape when it sees a chance to. If the horse does try to escape then it may try anything to get you out the way; such as, kick out, rear, bite or barge. This could cause serious damage to the student and that why you should be accompanied by a member of staff that has the experience with box walkers.

RISK 6: HORSES AROUND PICKING UP THE HABIT

If your horse box walks and horses are adjacent to it or near it the chance is high that the horses will start to copy which causes issues for a lot of owners and their horses.

TASK 2



SIGNS AND SYMPTOMS

- The symptoms can range from being mild skin irritation to very painful infected sores, which can caused significant swelling and severe lameness.
- A main sign of mud fever is matted balls of hair around the scabs in the same area, which if it isn't too painful which you can tell because the horse wont be too happy then you can get as much of it off by carefully pulling.
- A symptom of mud fever is thick white/yellow discharge oozing from the scabs.
- Mud fever causes deep fissures in the skin.
- There may well be swelling around the infection.
- The legs which have the infection might feel a bit hot, always check for heat.

PREVENTION

- If your turn out field is really thick with mud, invest in buying straw and layering it over the mud.
- If you have access into another field use it until the other one dries up.
- You can buy mud fever boots
- Invest in a gel or cream to protect the bacteria from getting in.
- Try not to wear over-reach boots if the horses feet are wet as it could rub and let in the bacteria.
- Don't groom the lower legs too harshly.

TREATMENT

First of all try to keep the lower leg dry whenever you can, as this softens the skin and causes more infection. Try to soak off the scabs with warm water and remove them as they are full of bacterium, to do this use a disinfectant shampoo or something similar. After doing this try to dry the limb as thoroughly as possible to prevent further infection. When dry apply any cream or gel to protect the limb and bandage it up if they are staying in which is best for them to heal quicker. Make sure the bandage isn't too tight other wise it will cut off the blood circulation.

TASK 3: Stable assessment

Key:

AO1 – Green

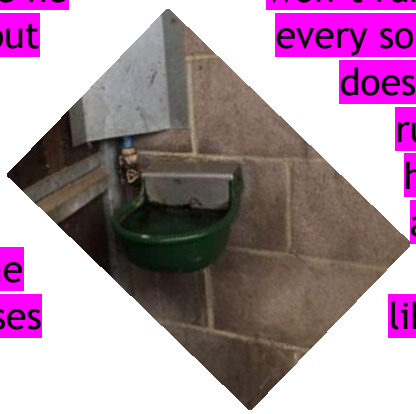
AO2 – Pink

AO4 – Red

AO5 – Blue

In order for the 2-year-old cob colt to feel happy as it can within its surrounding environment, I will be completing a stable assessment to ensure the stable where the colt will be placed is suitable enough, due to the colt being a box walker. I will be making sure that the colt will be in a stable where there is a bit more going on to try and distract him from box walking. He will be able to socialise which he needs to do as he is only young.

Stable type (arko): The best stable type for a youngster that box walks is an American Barn. I think this because he can socialise and interact with other horses which will make him gain confidence. Hopefully whilst being able to see other horses he won't be as stressed and might be able to distract himself from box walking. The stable is fitted with things like, an automatic water drinker, hay bar, rug rack, tie up ring. This is useful because he won't run out water you just need to clean it out every so often. The hay bar means that the colt doesn't have to eat from the ground and the rug rack is useful because you always have quick and easy option to put on a rug. The rug rack is more useful to the owner than to the horse, but many horses like to use it as a place to itch.



Also on the outside of the stable you have a saddle rack which holds the tack, this makes it easy and quick to tack up a horse in their stable. This means you can grab the tack you need then take care of your horse once you have collected it.

There is all the information you need to know about every single horse in the barn on their stable door.

Location: The location of the barn is luckily on a bit of a slope meaning that and water will flow through the barn and into the drains. At each end of the barn there are drains which means it will collect a lot of water flow before reaching the stables. The barn is located where there are no trees, therefore if there is bad weather like fast and strong winds the barn will be safe from any damage. The barn is positioned in the middle of the yard; this means that all facilities are fairly close. The barn is surrounded by many fields that can be used for turning out if need be.

Roofing: The roofing is made from congregated iron and Perspex. The Perspex is useful as it lets in sunlight which is good for the horses as they can't see outside and they don't know if it is day or night. This is also a good thing for mares, as day light plays a big part in the ovulation cycle of a mare, this can help when they are coming into season. The congregated iron is good for withstanding any torrential winds and weather.

Flooring: The floor is concrete which is durable and last longer. Concrete flooring is easier to remove stains and can be hosed down when needed. If the was to flood to concrete wouldn't soak it all up and it soggy it will just run straight off as it is on a slope. Inside each stable the concrete flooring is covered with rubber matting for more comfort to colt, this will also keep to concrete less contaminated and clean underneath.

will any barn make slight

the

Ventilation: The ventilation is really good because the barn is open and air flows through when the sliding doors are open. Above each stable there is wood planks with gaps in between which means when the doors are closed at night the colt will still get fresh air in. However, the American Barn is also not very good when it comes to having an ill horse in the barn. This is because all the horses are under the same roof meaning they are more susceptible to catch an airborne illness or disease within the barn, because it spreads quicker as they breath each other's air.

Drainage: The drainage in the barn is really good. At each end of the barn there are two drains which collect water and stop it from flowing through. In the barn there are multiple drains, there are two drainage systems which are placed in front of each row of stables to stop urine or water going through other stables. In the end of each large drain are smaller drains that you can empty any dirty water buckets into rather than having to leave the barn. On the other hand, sometimes the drains do get blocked and they do smell when blocked but a lot of hay and straw flow down them.

Tack room/rug room: The barn is fitted with many useful and easy features. The tack room is fitted with three rows of saddle racks with enough for every horse in the barn, the same goes for the bridles and girths. This is very useful to someone handling a youngster who will soon be trying to fit tack on them. This means you'll only have to take your eyes off the youngster for about 30 seconds, also it benefits the owner as it is less time consuming. The rug room is also very handy to have; this means that you can neatly hang up all the rugs for your horse. If the youngster is known for always knocking the rugs off their rug rack in their stable, the rug room is a safe place to store the rugs and keep the youngster safe and injury/stress free.

Solarium(stall)/wash stall: In the barn there are three stalls, one is a normal stall, the second one has a solarium and there is also a wash stall. The normal stall is really useful for when you want to muck out. When mucking out a youngster you don't want to scare them so it a good idea to put them in the stall for ten minutes whilst your cleaning up. The solarium is

good for when it comes to clipping in the winter or when your bathing, or getting ready for a show and your plaiting. It is just a really useful piece of equipment which is good for the horse and owner. The wash stall is really handy for cleaning stable stains ready to lunge or just for a general groom and cleans. The wash stall has hot and cold water which is good for treating any injuries or cleaning cuts as cold water can sometimes shake the horse up and you don't want to scar the horse from going into the wash stall.

Walls: the walls on the outside and inside are made from breeze block this is good because

Task 4 Equine Health Check

Name of horse: Seaton	**Name of student**: Jane Smith
Breed: Irish Sports horse	**Work load**: Light
Height: 16.1 hh **Age**: 10	**Weight**: 620kg

Indicator	**What you observed**	**Any comments?**	**OK, Yes or No?**
Temperature	37.8		ok
Pulse	36		ok
Respiration	12 bpm		ok
Behaviour	No signs of unhappiness	Seaton was happy, general behaviour	ok
Outlook	Ears are forward	Generally happy	ok
Coat/skin	Whether it looked healthy	Shiny and good condition	ok
Eye Discharge	Clear eyes which is healthy		ok
Nasal Discharge	Yes but it's clear	Clear discharge nothing to worry about	ok
Mucous membrane			ok
Capillary refill		Almost straight away	ok
Food intake		Haylage	ok
Water Intake		Can't tell automatic waterer	ok
Urine Output	Bedding is quite wet	Has obviously drank bed is wet	ok
Faecal Output	Has a lot of droppings		ok
Stance	Whether she's resting	Resting back legs	ok
Limbs		No hotness or missing shoes	ok
Noticeable features or injuries		No noticeable injuries	ok

TASK 5: Feeding plan

Age: 2 YO COLT

Breed: COB

Height: 15 H

Weight: 420KG (UNDERWEIGHT)

$\frac{420 \times 3}{100} = 12.6$ 90-10

FORAGE
HARD FEED

12.6/10=1.26 =10% hard feed

12.6-1.2=11.34kg = 90% forage

1.26/2=0.63kg twice a day

11.34/4=2.8kg four times a day

Alfalfa pro-fibre contains:

- 10% oil

	7:00 am	12:00 pm	5:00pm	8:00pm
Forage	2.8kg hay	2.8kg hay	2.8kg hay	2.8kg hay
Hard feed	0.6kg alfalfa pro-fibre		0.6kg alfalfa pro-fibre	
supplements	20ml linseed oil 2xdashes of seaweed		20ml linseed oil 2xdashes of seaweed	

- 3.5% starch
- 4.5% sugar
- 1.5% calcium
- Vitamin E

Seaweed contains vitamin and minerals for basic functions.

Calcium: Calcium is needed in the colt's diet because it helps cell membrane functions, allowing certain things through the membrane and restricting others. Calcium regulates enzymes in the body and it helps muscle contractions. Calcium ha a big role in the bone growth of horses, this is why they need it mostly in their diet.

Minerals are inorganic nutrients that are needed in small quantities.

Fibre helps with their digestive system and to give them energy.

Protein: Protein provides nutrient transport in the blood stream, it provides nutrient transport across cell membranes. Protein regulates the metabolic function, and it is a component in the immune system. It also acts as a buffer to minimise fluctuations in the horses PH level. Protein assists tissue repair hence the amount needed for the colt to grow. There are 21 amino acids needed for protein synthesis. Protein digestion starts its journey in the stomach and heads to the small intestine, to become free amino acids.

Water: The digestive system requires a lot of fresh water in order to function quickly and properly. Grass has natural high fibre therefore it requires a high level of water to keep the fibre moving through the digestive tract. In the winter horses require 5-15 litres of water where as in the summer they require 15-35 litres of fresh clean water. Dehydration in a horse isn't recognised until it has lot 5% of its body weight. To test for dehydration, use the method of the skin fold test or capillary refill.

Young horses need:

- Calcium
- Phosphorus
- Copper
- Zinc
- Protein
- Fibre

Declaration of Authenticity

Candidate name Jane Smith

Candidate number 01234567

Centre name Horsey College

Centre number 55554444

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Date 16/05/2018

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Date 18/05/2018

Has the candidate received any additional support in the production of this work?

Tick Yes ☐ No ☐x

If the answer is yes, give details below and on a separate sheet if necessary.

Note:
Where the candidate and/or tutor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor may be contacted for justification of authentication.

Practical Observation Form.

.Technical Qualifications.

Candidate name:	Candidate number:
Jane Smith	01234567
Centre number:	**Assessment ID**
55554444	0172-003

Please complete the table below with reference to the relevant Assessment Objectives, as indicated in the Assessment Packs. Do not allocate marks at this stage.

Assessment Objective (AO) - refer to the marking grid for additional guidance.	**Notes –** detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.
AO1 Describe how well the candidate shows **recall** of knowledge e.g. stating facts without explanation / simple descriptions of what they are carrying out / showing aspects of straightforward knowledge through logical sequencing and application of skill etc.	**Task 4** Jane identified the tools she had selected for mucking out and explained why. She recalled the name of the forage she gave – haylage. She identified the main aspects of the health check but couldn't tell me the normal values of TPR. She also struggled with recalling the causes of mud fever. **Task 6** Jane started by brushing out the tail with the plastic curry comb. She showed the correct technique for mane and tail plaits and had basic knowledge of what she was aiming for - equal sections and secure. Unsure of how many plaits she was aiming for on Glade and did not recognize that the mane was a little long for plaiting. Correct basic techniques for plaiting, grooming, bathing and tacking up were followed however there were some safety issues that could put the horse / handler at risk**.** Jane did notice the risks and rectify the situation.

Assessment Objective (AO) - refer to the marking grid for additional guidance.	**Notes –** detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.
AO2 Describe how well the candidate shows **understanding** when carrying out practical tasks e.g. their explanation of why they are completing a process or how they may change their course of action / are they able to justify their actions etc.	**Task 4** Jane explained why she had selected the specific tools and went into detail about why she was also doing a health check before – looking at the stable and the horses general behaviour. She did need prompting on the specific details of the health check and any justification. **Task 6** Jane was able to discuss the fit of the bridle and saddle, recognising the normal checks on the bridle and that the saddle shouldn't restrict the shoulder and the need to see daylight. Although she thought it may be a dressage saddle. Jane regarded the simple snaffle bridle as a good choice for the video as it demonstrated that the horse was not too strong. Martingale was too big, Jane was aware of how to check the fit around the horse's neck but not how to measure the correct length of the rings. Recognised need for boots.

AO3 Describe how well the candidate demonstrated their **practical skills**. e.g. how practiced/fluid is hand eye coordination and dexterity / how confident are they / how accurate or 'polished' is the outcome / safe working etc.	**Task 4** Did the health check first looking at the behaviour before she tied up the horse, she then gave it forage to keep it still and occupied whilst she mucked out. She then started sifting through the bed but didn't really sift the clean out of the dirty so ended up going to the muck heap multiple times and taking longer to muck heap. She also ended up taking out most of the bed instead of saving the clean. She then put the bed back down whilst she did the other tasks. Overall skills were adequate. She then carried on the health checking but wasn't able to see the feet to well as the bed was put back down. She did a health check and showed confidence but wasn't very thorough. She then went on to assess the feet but didn't pick up the foot and only looked to the outside. She had to be prompted to pick up the feet, which she did confidently, but didn't really know what she was looking for again had to be prompted. She then went on to treat the horse for mud fever, washing the horse when it was still stood in its bed so getting the bed wet at the same time. She cleaned it weakly but correctly and then bandaged again weakly. The bandage wasn't the even and probably wouldn't have stayed on if the horse moved. However, the technique of bandaging was adequate it was the tightness of the bandage that was lacking. She then put on the rug confidently and went through the fit of it and showed some confidence in the fit and recommended another type of rug for the stabled horse. Once she had finished she put the horse away giving it more forage which was completed to a good standard. **Task 6** Jane plaited the tail stating that plaiting was her weakest so she wanted to get it done 1st. She demonstrated the correct practical technique but the plait was rather loose especially towards the bottom. This took 10 minutes. Skills in this area is adequate but not yet second nature. The mane was then plaited (60 mins) - again using the correct basic technique although the mane was rather long and the plaits lacked shape and form. The final result of the mane was good, however on close inspection a few looked like they would fall out if the horse shook his head. The forelock was not French plaited. Neither the mane or tail were dampened before plaiting and the mane wasn't sectioned which would have helped. The mane being a little to long for plaits will have impacted on Jane ability to produce an 'excellent' result. For the length of mane, the resulting plaits were good. Jane then took Glade to the wash bay and washed his white leg. This was done with confidence and hind feet were scrubbed slightly. The hose was left spraying around the horses' legs when put down to turn it off, this could be dangerous. Jane did notice her error and rectified the situation by moving the hosepipe away. Apart from the hose pipe error a good standard of practical skills were shown. Tack was sorted and martingale attached to the bridle. Glade was then groomed with body brush and metal curry comb, demonstrating a good effective technique. His feet were then picked out correctly. Saddle cloth was applied to Glade and brushed off on his back, placed saddle and girth on horses back and left unattached while applying bridle. The head collar was put round his neck but the knot was not released form the lead rope. Bridle confidently applied and horse was re tied. Saddle was secured and martingale attached. Boots were applied correctly. Brushing boots behind and over reach in front. Jane decided against front

Assessment Objective (AO) - refer to the marking grid for additional guidance.	**Notes –** detailed, accurate and differentiating notes which identify areas of strength and weakness are necessary to distinguish between different quality of performances and to facilitate accurate allocation of marks once all evidence has been submitted.
	boots as she couldn't find a good fit. This took quite a lot of time and deliberation. Hoof oil was then applied - started in the stable with the straw bed down, then correctly decided to remove the horse from the stable to apply the hind feet and picked off straw from the oiled front feet**.**
AO4 Describe how well the candidate **brings it all together** – e.g. how **coherent** are their actions / how well do they draw from the breadth of their knowledge and skills / reflection on theory when solving practical problems / How well can they work out solutions to new contexts/ problems on their own / time management etc.	**Task 4** Jane didn't show any further knowledge or descriptive depth in her answers, she had to be prompted for most of her extended answers and didn't show further understanding and her time management was lacking as she took a while to muck out. **Task 6** When prompted Jane recognised the method of measuring the bridle against the horse's head to check for size. Lack of knowledge in how to improve a horse's conformation with plaiting methods. Knowledge of application and basic fit of boots was good but lacked confidence in discussion.
AO5 Describe how well the candidate **attended to detail** e.g. professionalism / perfecting / accuracy / checking / taking care / methodical working etc.	**Task 4** Jane took care in her tasks to a point I.e. did the minimal that was required to ensure the horse and herself were safe. She didn't really check or give further detail or perfect her practice. **Task 6** All aspects were completed within the given time and to a fair standard. The stable should be kept skipped out at all times. Front feet could have been scrubbed when the horse was being washed, and they should have been picked out before leaving the stable. Saddle must never be left unsecured on the horses back or the horse tied up with the head collar around his neck**.** Could have taken more care.

Tutor / marker signature:	**Date:**
	25/04/2018

Level 3 Advanced Technicals in Equine Management (0172-36/38)
Level 3 Equine Management - Synoptic assignment (0172-003)

Candidate name	Candidate number
Jane Smith	01234567
Centre name	**Centre number**
Horsey College	55554444

Marker Notes *- Please always refer to the relevant marking grid for guidance on allocating marks and make notes that describe the quality of the evidence and justification of marks. Expand boxes as required.*

AO1 – Recall - Breadth, depth, accuracy						
10%	**1**	**2**	**3**	**4**	**5**	**6**
AO1 Mark: **3**	**Task 1** Recall – overall a good range of recall, however there are a few minor inaccuracies *'in a domestic environment horses have no choice but to do one of the stereotypical behaviours'* the use of term prevention. Gaps in knowledge were seen, e.g. linking to welfare, within the box walking report. [guidance mark for the task – 3] **Task 2** Showed detailed an accurate knowledge across all sections of mud fever with more confidence in the what it is and how it is caused, this area could have been expanded further as could the information on treatment. What is included is accurate with reasonable breadth but could have been more detailed in the key areas e.g. causes & treatment. [guidance mark for the task – 3] **Task 3** Jane has demonstrated an accurate range of recall in this task but there are minor inaccuracies and gaps within the task. Jane has demonstrated her depth of knowledge and is confident within it but the descriptions are lacking in places, e.g. interior stable fittings. [guidance mark for the task – 4] **Task 4** Jade identified the tools she had selected for mucking out and explained why. She recalled the name of the forage she gave – haylage. She identified the main aspects of the health check but couldn't tell me the normal values of TPR. She also struggled with the causes of mud fever. [guidance mark for the task –2] **Task 5** Accurate recall of the ration, feeding regime and the colt's condition. Detailed in areas of ration calculations. Descriptions could have been expanded further in some areas. [guidance mark for the task – 4] **Task 6** Jane started by brushing out the tail with the plastic curry comb. She showed the correct technique for mane and tail plaits and had basic knowledge of what she was aiming for - equal sections and secure. Unsure of how many plaits she was aiming for on Glade and did not recognise that the mane was a little long for plaiting.					

	Correct basic techniques for plaiting, grooming, bathing and tacking up were followed however there were some safety issues that could put the horse / handler at risk. These were rectified. [guidance mark for the task – 2]

AO2 – Understanding - Security of concepts, causal links

25%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

AO2 Mark: 6

Task 1

Understanding shown and connections between environment and management identified. Incorrect use of term 'prevention'. Links between Welfare and the 5 freedoms would have demonstrated more thorough depth as these have been incompletely explored. [guidance mark for the task – 7]

Task 2

Has given simple explanation across all aspects *'bacterium getting into the skin'*, mainly in the treatment of mud fever 'remove *scabs with warm water as they are full of bacterium, use disinfectant shampoo or similar'* linking to some key concepts and processes but overall connections are limited and lack depth. [guidance mark for the task – 5]

Task 3

Jane has illustrated connections between the horse within the scenario and the chosen stable design, e.g. linking American barn, horse interaction, reduction in stress for the horse. Some examples used are irrelevant to the colt and have not been justified. E.g. information on stable door, impact of stable interior fittings. Throughout the task there is clear detail and comprehension of key points but it is disjointed and a lack of depth has been shown toward the end. [guidance mark for the task – 7]

Task 4

She explained why she had selected the specific tools and went into detail about why she was also doing a health check before – looking at the stable and the horse's general behaviour. She did need prompting on the specific details of the health check and any justification. [guidance mark for the task – 5]

Task 5

Detailed understanding of some of the major nutrients but lacks detail in places and needs a more conceptual understanding in relation to the colt. Further justification of choices of food in relation to the colt would have been beneficial to show more breadth & depth of understanding. [guidance mark for the task – 6]

Task 6

Jane was able to discuss the fit of the bridle and saddle, recognising the normal checks on the bridle and that the saddle shouldn't restrict the shoulder and the need to see daylight. Although she thought it may be a dressage saddle.

Jane regarded the simple snaffle bridle as a good choice for the video as it demonstrated that the horse was not too strong. Martingale was too big, Jane was aware of how to check the fit around the horse's neck but not how to measure the correct length of the rings. Recognised need for boots. [guidance mark for the task – 6]

AO3 - Practical skill - Dexterity, fluidity, confidence, ease of application																		
30%	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
AO3 Mark: 11	**Task 4** Did the health check first looking at the behaviour before she tied up the horse, she then gave it forage to keep it still and occupied whilst she mucked out. She then started sifting through the bed but didn't really sift the clean out of the dirty so ended up going to the muck heap multiple times and taking longer to muck heap. She also ended up taking out most of the bed instead of saving the clean. She then put the bed back down whilst she did the other tasks. She then carried on the health checking but wasn't able to see the feet to well as the bed was put back down. She did a health check but wasn't very thorough. She then went on to assess the feet but didn't pick up the foot and only looked to the outside. She had to be prompted to pick up the feet and didn't really know what she was looking for again had to be prompted. She then went on to treat the horse for mud fever, washing the horse when it was still stood in its bed so getting the bed wet at the same time. She cleaned it weakly and then bandaged again weakly. Her bandage wasn't the even and probably wouldn't have stayed on if the horse moved. Again, very weak in her knowledge of md fever and lots of prompting needed. She then put on the rug and went through the fit of it and showed some confidence in the fit and recommended another type of rug for the stabled horse. Once she had finished she put the horse away giving it more forage. Overall most practical work was produced to a good standard with some areas that could be considered adequate. Practical skills were applied confidently during most of the task, not all skills are second nature. [guidance mark for the task – 10] **Task 6** Jane plaited the tail stating that plaiting was her weakest so she wanted to get it done 1st. She demonstrated the correct technique but the plait was rather loose especially towards the bottom. This took 10 minutes. The mane was then plaited (60 mins) - again using the correct basic technique although the mane was rather long and the plaits lacked shape and form. The final result of the mane was a good standard, however on close inspection a few looked like they would fall out if the horse shook his head. The forelock was not French plaited. Neither the mane or tail were dampened before plaiting and the mane wasn't sectioned which would have helped. The mane being a little to long for plaits will have impacted on Jane ability to produce an 'excellent' result. For the length of mane, the resulting plaits were good. Jane then took Glade to the wash bay and washed his white leg. This was done with confidence and hind feet were scrubbed slightly. The hose was left spraying around the horses' legs when put down to turn it off, this could be dangerous. Jane did notice her error and rectified the situation by moving the hosepipe away. Tack was sorted and martingale attached to the bridle. Glade was then groomed with body brush and metal curry comb, demonstrating a good effective technique. His feet were then picked out. A confident application of practical skills was shown. Saddle cloth was applied to Glade and brushed off on his back, placed saddle and girth on horses back and left unattached while applying bridle. The head collar was put round his neck but the knot was not released form the lead rope. Bridle confidently applied and horse was re tied. Saddle was secured and martingale attached. Boots were applied correctly. Brushing boots																	

	behind and over reach in front. Again, confident application of tack. Jane decided against front boots as she couldn't find a good fit. This took quite a lot of time and deliberation. Hoof oil was then applied - started in the stable with the straw bed down, then correctly decided to remove the horse from the stable to apply the hind feet and picked off straw from the oiled front feet**.** Overall work was produced to a good standard and Jane show confidence in her practical skills, not all skills are second nature. [guidance mark for the task – 12]

AO4 – Bringing it together - use of knowledge to apply skills in new context

25%	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

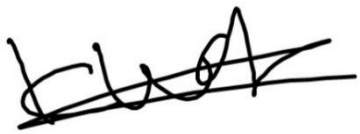
AO4 Mark: 5	**Task 1** Jane has demonstrated limited knowledge of box walking to include basic problem solving and reflection of management, no inclusion of the 5 freedoms/links to welfare. [guidance mark for the task – 5] **Task 2** Jane shows limited knowledge and understanding to link the basic concepts with limited evidence seen throughout the document. A few key links seen but lacking in detail [guidance mark for the task – 4] **Task 3** Jane has somewhat drawn from her depth of knowledge but has not reflected on practice throughout and has left many points, unsolved and without suggestion or analysis. To improve, Jane needs to work out solutions to proposed problems to gain higher marks rather than just stating them. [guidance mark for the task – 5] **Task 4** Jane didn't show any further knowledge or descriptive depth in her answers, she had to be prompted for most of her extended answers and didn't show further understanding and her time management was lacking as she took a while to muck out. [guidance mark for the task – 4] **Task 5** Only minimal linking of the understanding to the colt in question which is a shame as many opportunities have been missed earlier in the document [guidance mark for the task – 5] **Task 6** When prompted Jane recognised the method of measuring the bridle against the horse's head to check for size. Lack of knowledge in how to improve a horse's conformation with plaiting methods. Knowledge of application and basic fit of boots was good but lacked confidence in discussion. [guidance mark for the task – 5]

AO5 - Attending to detail / perfecting - Repeated checking, perfecting, noticing, engaged

10%	1	2	3	4	5	6

AO5 Mark: 3	**Task 1** Jane has produced a satisfactory report, it is well laid out with good use of illustrations, these should have been labelled. [guidance mark for the task – 4] **Task 2** There is some attention to detail in the formatting however it is a PowerPoint presentation not a Word document, the information stated is accurate and did relate to the task. [guidance mark for the task – 4] **Task 3** It is clear from the ending of this task that Jane has not managed her time effectively and

	not finished the task, nor has she concluded her findings. However, the task had a professionally written introduction, albeit not titled and the use of illustrations within the work was industry acceptable. [guidance mark for the task – 3] **Task 4** Jane took care in her tasks to a point I.e. did the minimal that was required to ensure the horse and herself were safe. The practical task was not 'unsafe' but more focus could have been given, more focus on completion rather than perfection. She didn't really check or give further detail or perfect her practice. [guidance mark for the task – 2] **Task 5** A simple but effective structure but needs more attention to detail. No introduction, conclusion. More focus and care could have been given to enhance the feeding plan [guidance mark for the task – 3] **Task 6** All aspects were completed within the given time and to a fair standard. The stable should be kept skipped out at all times. Front feet could have been scrubbed when the horse was being washed, and they should have been picked out before leaving the stable. Saddle must never be left unsecured on the horses back or the horse tied up with the head collar around his neck**.** [guidance mark for the task – 2]

Tutor signature	Date
	9.5.18

Total
28

Section 5 Principal Moderator's guidance, hints and tips.

This practise marking material has been produced to be used for standardisation activities and for centre guidance in the early years of the qualification. The marks allocated to each learner are in accordance with the Principal Moderator marks and show the standard set for this qualification.

To make holistic judgments, it is necessary to ensure that all tasks are completed and submitted prior to assigning any final marks. Practical tasks are not marked independently of written submissions so ensure that all tasks have been completed before assigning any marks.

When judging ephemeral performances / practical skills, centres must ensure that the evidence is in a format visible to the marker/moderator and gives sufficient qualitative detail to aid moderation. Observers and markers should ensure their notes are comprehensive, employing key words written in the marking grids and describing how, where or why the work is good or better. Along with this they should ensure that any verbal questions are documented and that weaknesses / mistakes as well as strengths / exemplary practice are noted on the PO form. These notes will enable the centre marker and the moderator get a feel for the practical skills shown by each individual on the synoptic assessment day/s and will assist in allocation of marks and rank ordering.