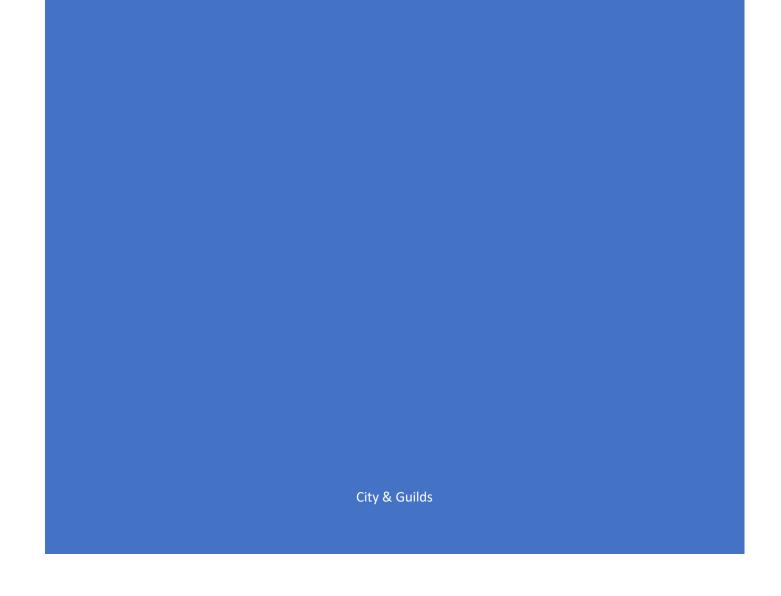


Practice Marking Materials for Technical Qualifications 2019



0172-021 Level 2 Technical Certificate in Animal care

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 prestandardisation 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.

Section 1 Task Brief

Assignment Brief

You work at an animal rescue centre. Throughout the year new animals come into the centre. Currently in the centre, there is a range of different animals.

You are responsible for the day to day care of the animals. You have been asked to produce care and husbandry plans for two of the animals arriving at the centre, then manage their care and husbandry needs. You also need to observe the two animals to ensure they have settled in

The arrival of new animals can introduce health risks for animals that currently reside at the rescue centre. One of the new arrivals you are responsible for has ringworm. You need to create a disease control plan for this animal and take this into account when planning for its care and husbandry needs.

Tasks

Task 1a

Produce a disease control plan for the new arrival that has ringworm.

Task 1b

Produce care and husbandry plans for the **two** newly arrived animals, making notes of the reasons for your choices.

Conditions of assessment:

Your tutor will allocate the animals used for this task.

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

What you must produce for marking:

- Your disease control plan
- Your care and husbandry plans.

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

N/A

Task 2

Use your plans to prepare for the **two** animals' arrival, receive the animals, house them and carry out husbandry tasks over a period of two weeks.

Monitor the behaviours of the animals over this period recording these on the ethogram provided.

Conditions of assessment:

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

What you must produce for marking:

completed ethograms

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

- Your tutor's notes of your working practice describing the details of your performance during the practical task.
- Annotated photographic evidence or video evidence (optional).

Task 3a

Review your ethograms and explain what the behaviours indicate about how well the animals have settled in.

Task 3b

Make and explain recommendations for the ongoing care of the two animals.

Conditions of assessment:

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

You will have access to your original plans and ethograms.

What you must produce for marking:

Your review and recommendations for each animal in a format of your choice.

Section 2 Marking Grid

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor	
		Poor to limited	Fair to good	Strong to excellent	
	 knowledge relating to the qualification LOs Does the candidate seem to have the full breadth and depth of taught knowledge across the 	(1-4 marks) Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy.	(5-8 marks) Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps.	(9-12 marks) Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick.	
	 qualification to hand? How accurate it their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their 	substrates, welfare of animals, sign	Bottom of band: Shows a generally accurate range of knowledge from across Bottom of band: Shows a detailed and accurate range of knowledge across the		
	knowledge seem?	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.	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.	qualification and demonstrates a degree of confidence in key areas. Top of band: Shows a detailed, accurate and confident recall of knowledge from across the qualification.	

%	Assessment Objective	Band 1 descriptor	Band 2 descriptor	Band 3 descriptor
		Poor to limited	Fair to good	Strong to excellent
20	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?	reasons for atypical behaviours, di	(5-8 marks) Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible. ected: Care and husbandry requires seases and disorders - their preventeding and watering, processes used	(9-12 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.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		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 causal connections between theory and practice. Explanations of concepts, theories and processes are detailed and very coherent. Top of the band: Shows understanding from across the qualification and makes causal connections between theory and practice. Explanations of concepts, theories and processes are detailed, very coherent and clearly justified.

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: Checks on condition and health, routine preventative treatments, prepare and maintain accommodation, feeding and watering animals, appropriate approach handling and restraint.

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 animal 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 be rushed. Some health, safety and hygiene compliance. Quality of skills sporadically applied. Minimal care of equipment. Minimal consideration for animal needs.

Bottom of band:

Shows fair attention to detail. Effective level of engagement with the tasks. Work produced to 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 animal needs. Demonstrates awareness of industry standards.

Bottom of band:

Shows consistent attention to detail and engagement.
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 animal needs.

Top of band:

Shows consistently high level of skills to industry standard, and completes tasks competently and confidently within agreed timescales. Work produced to a high standard. Excellent attention to detail including health, safety and hygiene considerations consistently applied. Consideration for animal needs paramount throughout and appropriate care of equipment. Adapts and makes adjustments to practice.

20	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?

(1-4 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. (5-8 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.

(9-12 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: Links between theory and practice - handling and restraining of animals to carry out health checks, applies knowledge, understanding and skills to a particular situation to promote appreciation of how they link with experience to improve employability, application of knowledge to unknown situations.

Bottom of band:

Carries out tasks in isolation with limited understanding of links between theory and practice. Has difficulty adapting to presented situations.

Top of band:

Carries out tasks showing disjointed links between theory and practice. Has difficulty adapting to presented situations.

Bottom of band:

Beginning to demonstrate valid links between key aspects of theory and practice. Starting adapt to presented situations. Applies understanding to practical application in presented situations.

Top of band:

Routinely makes valid links between key aspects of theory and practice. Shows confidence in adapting to presented situations. Starting to reflect on performance. Applies understanding to practical application competently in presented situations.

Bottom of band:

Makes valid links between theory and practice. Confidently adapts to presented situations. Reflects on performance to identify improvements to own practice. Applies understanding to practical application competently in presented situations and provides some justification for their decisions.

Top of band:

Demonstrates a holistic understanding across tasks in line with industry standards. Integrates, and reflects on knowledge, understanding and skills to inform a full understanding of the wider context when working with animals. Applies understanding to practical application competently in presented situations and provides detailed justification for their decisions.

10	AO5 Attending 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 attending to detail: Meeting specific requirements of the task, care of equipment, time management, care and welfare when working with animals, accurate feeding, watering and husbandry practices, awareness of animal behaviours and environmental factors.

Shows some attention to detail. However planning and application may demonstrate some inaccuracies, gaps and errors. Interpretation of task brief may lack a logical sequence.

Shows adequate attention to detail. Planning and application of skills generally accurate with few gaps. Minimal errors evident. Interprets task brief with adequate logical sequence.

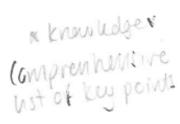
Shows excellent attention to detail. Highly focused on the brief with consistent checking and perfecting to ensure a good outcome based on task objectives. Care and accuracy shown in planning and application.

Section 3 Learner Materials

Task 1a

Disease Control

- Identify the animal
- Age
- Gender
- Key feature
- · Name (if given one) and Breed
- Make sure the calf has an ear tag
- Type of disease
- What medication they need/are taking
- The dosage of medication
- How the medication must be taken (eaten, injected)
- How bad is the disease?
- Always control hygiene
- Use different equipment for the diseased animal
- Isolate the animal
- Make sure it does not come into contact with any of the other animals
- Employees must disinfect themselves before handling other animals
- Allocate a certain staff member to care for the diseased calf to prevent cross contamination caused by the staff members
- Allocate certain equipment to only be used for the contaminated calf
- Thorough health checks done daily to make sure that the ring worm is disappearing
- Thorough health checks on the other animals to make sure that it is not spreading to them
- After handling the calf staff members must change and bin gloves before handling other animals
- Overalls may need to be worn when dealing with the calf in case the disease is severe
- If overalls are worn, they must be taken off before going near other animals



Disease Control Plan

Identification

The most important part of receiving new arrivals whether they have a disease or not, is being able to identify the animal. The key information needed in identifying the animal is the age, gender and a key feature. A key feature such as a distinctive spot on the calf's leg or around its eye can help to recognise the calf at first glance. All calves must have an ear tag with a specific number, this is most likely what most of the staff members will refer to when talking about anything involving the calf. When animals are first brought into a rescue centre they are sometimes given a name if they don't have one this may be added to the information sheet and the breed of the animal may also be added, for example, the calf may be a Belgium Blue or a Jersey cow. This helps every staff member to understand which animal needs what.

Assessing the Animal

When new arrivals come in, they must be assessed for diseases or injuries. In this case the rescue centre is already aware that the calf has ringworm, so the type of disease has already been identified. Once the animal is diagnosed, the correct medication must be prescribed. Information that must be included in the prescription is the type of medication that the calf should take, the amount of times a day they must take it and how the calf should take it, for example, if it should be hidden it the food and they will consume it orally or if it should be injected directly into the blood stream.

Preventing Cross Contamination Knewledge + understanding &

The contaminated animal needs to be isolated to prevent the disease from being passed on to the other animals. Isolating the animal will reduce the risks of a breakout amongst the animals. However, the disease can also be spread through cross contamination, which can be prevented by closely monitoring and controlling the hygiene standards in the facilities. The easiest way to prevent cross contamination would be to allocate certain staff members to only care for the calf whilst the other staff members only care of the other animals. If there are not enough staff members to be able to do this, certain PPE can be used when working with or around the calf, for example, overalls, gloves and different boots. Once staff members are finished working with the calf they can bin the gloves, remove the overalls and leave them in the area where the diseased animal is and they can change their boots. They should also spray themselves with disinfectant spray before approaching any other animal. The equipment used to treat the calf or clean up the enclosure should only be used for the calf, this is another way that cross contamination can be caused, by allocating specific equipment to only be used around the calf will prevent this from happening.

Monitoring the Disease

The disease must be monitored multiple times a day by the staff, this means that if there if any change to the calf's condition whether it is improving or deteriorating and will be able to act accordingly. Whilst there is an animal with ringworm in the rescue centre, health checks on the other animals should be carried out in case the disease is somehow spread. If this does happen staff will pick up on it and isolate the diseased animals to stop it spreading any further.

good understanding

Task 1b

Calf care plan

Care Plan	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Weighed							
Fed						-	
Watered							
Cleaned	-						
Medication				****		1	

Feeding, Watering, Equipment, housing and substrate

K+U of feeding regular ments For a certain amount of time calves are only fed milk, whether it come directly from the mother or from a milk mix. Once they get to a certain age they are weaned they are fed calf mix. The calf mix contains barley, peas, beans and maize alongside crushed oats. It contains all the nutrients that a calf needs. This is used as a substitute for the milk.

The calves live in small pens until they reach a certain age. To keep warm they have small hutches that they can hide inside. They usually do this when they are scared, cold or it is raining. There is a small fence surrounding the hutch so they have an area to walk around and get fresh air. There is a bucket of water in all the pens as well as a box that is usually full of barley so that the calves have something to graze on throughout the day. At a certain time of the day the calve are hand fed according to their age. If they are still young they are given milk in buckets that imitate a cow udder. The milk is made by mixing the milk powder with warm water in a large tub. The milk is then shared between all of the calves. If they are old enough to be weaned off the milk, they are fed the calf mix which replaces the barley in the feeding box. This means that the calves can have as much food whenever they want. This is also known as adlib feeding. Inside the hutches hay is used as substrate, this gives them a warm comfortable place to sleep in. The pen is cleaned out daily, the front gets fully cleaned with brushes and shovels to get rid of and faeces, then a disinfectant

inacurate

is put down to kill and bacteria. Hay is put over the top of the old hay inside the hutches, unless there is faeces inside the hutch, if there is that is shovelled up before topping up the hay. A wheel barrow is used to take any old hay and faeces to the muck heap.

Health checking, handling and restraining

The calves need to be heath checked daily to see if something is wrong and if there is, act accordingly. A routine health check for a calf is examining places such as:

- Ears
- Eyes
- · Mouth and teeth
- Feet
- Skin
- Hair
- Genitals
- Anus
- Nose
- Movement
- Behaviour
- weight

If there are any complications with any of these, it can be picked up on quickly and treated, for example, if the calf is limping it may have a problem with its leg or foot which could become fatal for the calf. However, if it is found quick enough then someone could deal with it quick enough and potentially save the calf's life.

The calves are weighed once a week to make sure that they are maintaining a healthy weight. To weigh the calves, a calf weighing crate is used. To get the calves to the weighing crate, head ropes are used. Some of the calves do not like being led on a head rope and will act out such as running around and jumping. The best way to get them to move is to put a hand under their tail. There is a small gap above the anus and when it is held usually makes the calves move. When they go to the weighing crate, the calves walk through one gatewhich is shut behind them, then when they exit, the walk through another gate in front of them and are led on the head ropes back to their pens.

Chinese Hamster Care Plan

Care Plan	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Weighed							
Fed							
Watered							
Cleaned	-			- 41			
Medication		-					
Exercise							
Treats							

Feeding, Watering, Housing, Substrate and Normal Behaviour

Hamsters are fed a mix of food once a day, they are given 5g per hamster. If there is more than one hamster in the enclosure, they may not evenly get 5g each as the dominant hamsters will get first pick of the food. This means that they can take as much as they want and the submissive hamsters will take what is left in the bowl. Although hamsters naturally scavenge for their food in the wild, they are fed from bowls in their enclosure. This could be both a good thing and a bad thing. Chinese are only small and don't need as much exercise as Syrian hamsters so having a bowl will make it easy for them to get their food without becoming too tired. However, having a bowl means that they are not expressing the normal behaviour that they would in the wild which means that they must adapt and learn a new behaviour. The hamsters get water through a water bottle that is hooked to the outside of the cage with a nozzle at the end that the hamsters take the water from. The water is changed and refilled daily to prevent the water getting dirty and making the hamsters sick.

The hamsters live in small enclosures made of glass with mesh on the top for ventilation so that they have air. They have plenty of different types of enrichment to stop them from getting bored. The Chinese hamsters have hides full of bedding so that they can hide under it to sleep. Different hamsters have different equipment to provide them with the exercise they need, the Chinese hamsters have saucer dishes that they can run on instead of a wheel. They have places to chew on things so that they can keep their teeth at a healthy length. They also have a lot of objects that they can climb on. Hamsters have deep substrate because they like to both dig and burrow, especially if they are housed with other hamsters. Hamsters will bury their food to make sure that the other hamsters can't eat it. Their substrate is usually wood shavings or shredded tea bags.

Appendix A

OBSERVATION RECORD SHEET (ETHOGRAM)

Animal Calf	Age 3 Months
Accommodation Identity	608884
Sex Male N	Jame

	Week one
Behaviour	Notes on what this behaviour indicates about how well the animal is setting in.
from burley roc	get hay
Bars licking	This could indicate that the call is bored or Stressed
Biting water bucket	The call could be stressed
Drinking	keeping itself hydrated
Grooming	Signs of Stress or
watching calf next to it.	It could want to socialize with the others
trying to get hay from rack	This could indicate that it may not be able to understand
licking hay	This shows signs or stress
Com Stown	licking Strow on floor
grooming its	of distress
Eating	Hungry

	Week two
Behaviour	Notes on what this behaviour indicates about how well the animal is setting in.
Eating	going for food Straight after it is Dut in. taking all food in one go
Eating	taking all food in one go

Appendix A

OBSERVATION RECORD SHEET (ETHOGRAM)

Animal Chinese Hamsles Age Poult.

Accommodation Identity CHS

Sex Female Name Ming-lee

Week one		
Behaviour	Notes on what this behaviour indicates about how well the animal is setting in.	
Ran Straight into hide	Assessing new surroundings.	
Exploring enclosure	Assessing the area for any dangers	
Jumping in to	looking at food, making sure its &	
Running on Saucer	Discovering how objects function	
Sources on	knows what to do	
Grapming itself	Showing signs of normal behaviour	
Running on Sauces	to Prevent boredom	
cliabing up enclosive		
Moving Subskill	it is satisfied with them	
likes hiding behind house	warm area to hide (when no bedding in house)	
behind house		

		Week two
	Behaviour	Notes on what this behaviour indicates about how well the animal is setting in.
(Pur beddi	got excited at new surrous	d.rgs
	Hid in house	
	Running on sauces	
27/3/18	coaking up	the Substrate and add more in
	out food bown	and refilled it uses Junping in and
	Examining food	the Picked up the food to inspect but did not take or Eat any.
	endosure	After working up it ran around to burn of some Energy
	went back into hide and war	It is Comfortable in the Enclosese

Task 3a

Ethogram

Chinese Hamster

Week One

The hamster enclosure was first filled with wood shavings as substrate, then the correct enrichment was added (e.g. a hide, a saucer for the hamster to run on and things to climb on). Finally, fresh food and clean water were put in for when the hamster was introduced back into the habitat.

Once the hamster was put in the enclosure she ran straight into the hide and then came back out to assess the new surroundings. She did this to make sure that there were no predators around and to explore the strange environment. She kept jumping into the food bowl and picking up the food, however did not eat any. This could be because she was unfamiliar with her surroundings and did not feel safe yet.

The hamster started to get more adventurous as she became more familiar with what was around her and started exploring the saucer, figuring out how it works.

The hamster started to groom herself, showing signs of more typical behaviour after being in the enclosure for a while. This shows that she was staring to become more comfortable in her surroundings. She started to move the substrate around until she was satisfied with the way it she wanted it.

Once she had figured out how the saucer worked she kept going back over to it to run on it. This is a good way to keep the hamster entertained and helps them to get the exercise that they need to stay healthy.

12

The hamster piled a large amount of substrate behind the hide and started to sleep there. This is because there was no bedding in the hide, so it was not warm and comfortable enough for her. Once the bedding had been put in, she explored the hide before making herself comfortable buried in the bedding and went to sleep.

Week Two

The hamster did not do much during the week two observation, she was asleep when the observation started, this means she is showing signs typical behaviour since hamsters are nocturnal. She was woken up by the noises when some of the substrate was replaced with new and dry wood shavings. A new bowl of food and fresh, clean water was put in the enclosure. This certain type of hamster must be give 5g of hamster mix every day to ensure that she gets all the nutrition that she needs. Her water must also be refilled every day to prevent any type of illness caused by dirty water. Just like in the previous week the hamster jumped into the food bowl and picked the food up without eating any or storing it in her cheeks. She could have been unsure of whether the food was safe to eat since she kept jumping into the food bowl and picking up the food pieces several times before going back into the hide and falling asleep, which shows that she is now confident enough in the enclosure to be able to sleep comfortably.

Calf

Week One

During the first week of observations the calf was quite active and stayed in the small pen area instead of lying inside the hutch. The calf was only 3 months old and was unsure of how things worked, this was shown when the calf tried to eat out of the barley rack but could not figure out where he could pull the barley out from.

The calf kept showing potential signs of stress or boredom by licking or biting everything. He first started to lick the bars of his fence and then started biting the water bucket before having a drink. The calf kept grooming itself. Over grooming is atypical behaviour and suggests that the calf is distressed. The calf tried again to get the barley from the rack, still unable to figure out how to get it out the calf started to lick the barley. He moved from licking the barley in the rack to licking the straw on the floor and just continued to lick everything for the whole 20 minutes.

Week 2

During the observation in the second week the calf's feeding box had just been refilled first so the calf only ate through the observation. This showed that this was the first thing the calf had eaten since the previous day. It also showed that the calf has a good appetite which shows that it is healthy.

Task 3b

Chinese Hamster

The current care plan for the hamster does not require any changes. The plan ensures that the hamster is healthy and is receiving the correct nutrition and is always hydrated. Every time one of these aspects is checked, a marking sheet is there to be ticked off so that anyone else that comes to care for the same hamster will know what has been done. This prevents over feeding or under feeding the hamster to prevent weight problems such as obesity or anorexia.

The enclosure that the hamster is in does not need to be changed. There is only one hamster in the habitat, so it will not have to fight for territory and plenty of room for one hamster to run around freely.

Calf

At this current time the calves have been weaned off the milk and put onto the calf mix. Now that they are not drinking milk they have been moved from the separate pens and put into a large area all together, this will help them to socialize with the other calves.

Declaration of Authenticity

Candidate name: P. Learner	Candidate number TGB5648
Centre name G. College	Centre number 777888
Candidate:	
I confirm that all work submitted is my own, and used.	that I have acknowledged all sources I have
Candidate signature P. Learner	Date: 5.5.18
Tutor:	
	ditions designed to assure the authenticity of the est of my knowledge, the work produced is solely
Tutor signature: A. TUTOR	Date 5.5.18
Has the candidate received any additional suppo	rt in the production of this work?
Tick Yes □ No ☑	
If the answer is yes, give details below and on a s	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:
P. Learner	TGB5648
Centre number:	Assessment ID
777888	Synoptic

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.

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.

The learner showed an accurate range of knowledge from across the qualification which was detailed in key areas. The learner could state facts about animal behavior and could recall the difference between submissive and dominant behavior and between inter and intraspecific communication. The learner demonstrated knowledge through logical sequencing and application of skills throughout the task.

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.

The learner's explanations are logical and show comprehension which is generally free from misunderstanding. Some explanations, such as the discussion of hamster behavior, lack depth and are incompletely explored. Justification of actions was explained well. For example, 'when handling the hamster it must be held securely with no gaps to escape so it doesn't get injured'. However, no real causal connections were made within discussions.

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

The learner showed fair attention to detail and an effective level of engagement with the tasks. Work produced was to a reasonable standard and equipment was cleaned and put away correctly at the end of the task. Tasks were completed in a logical sequence and within agreed timescales. The learner demonstrated confident handling skills and persisted with the hamster handling task even after they were bitten by the animal. Adequate care of equipment was shown as well as consistent consideration for animal needs.

A	O	4
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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.

The learner made valid links between theory and practice in key areas such as animal behavior, handling and health. They showed confidence in adapting to presented situations and remained calm to change their course of action when the hamster became difficult to handle and began biting. The learner applied their understanding of handling and restraint techniques to practical application in the presented situation.

AO5

Describe how well the candidate attended to detail e.g. professionalism / perfecting / accuracy / checking / taking care / methodical working etc.

The learner showed good attention to detail and the planning and application of skills was generally accurate. The task brief was interpreted with adequate logical sequence. The learner was reasonably conscientious and generally accurate.

Tutor / marker signature:	Date:		
	14.5.18		
A. TUTOR			

Candidate Record Form

Candidate Name: P. Learner Assessment ID: Synoptic Task 2

Candidate Number: TGB5648 Centre Number: 777888

Marker Notes – Please always refer to the relevant marking grid for guidance on allocating marks and make notes which describe the quality of the evidence and justification of marks.

AO1 - Recall - Breadth, depth, accuracy												
	1	2	3	4	5	6	7	8	9	10	11	12
AO1 Mark: C: 7 PM:	The learner shows an accurate range of knowledge from across the qualification which is detailed in key areas. In practical work, the learner could state facts about animal behaviour and could recall the difference between submissive and dominant behaviour and between inter and intraspecific communication. A sound knowledge of animal identification, assessment and record keeping for newly arrived animals at a rescue centre is evident as well as a knowledge of disease control measures. Planning indicates knowledge of care and husbandry tasks which was demonstrated through logical sequencing and application of skills in practice. There is a misunderstanding in bedding material for the calf, where hay instead of straw is mentioned in the husbandry plan, however the learner selected the correct bedding material from a range in practice.											
	PM COMMENTS: A range of knowledge was shown from across the qualification, for example the importance of calf identification, isolation to prevent the spread of disease and wearing PPE. During practical activities behaviour was discussed. Care plans demonstrated knowledge of accommodation, identified feed type and gave a list of health checks. Some types of enrichment were given. There were gaps in the work and recall was basic. For example, in Task 1a there is no mention of zoonosis, fungus or the symptoms of ringworm and Task 3b gave no real examples of ongoing care. Examples for higher marks could have been related to the five animal needs											
AO2 – Un	derstar	nding -	Security	of conce	epts, cau	ısal links	.					
	1	2	3	4	5	6	7	8	9	10	11	12
AO2 Mark: C:6 PM: 5	The learner shows comprehension which is generally free from misunderstanding. A good understanding of disease control is demonstrated in planning, for example, the learner confidently explains that disinfectant is used when cleaning out calf enclosures to kill bacteria. An understanding of handling and restraint techniques is shown in care and husbandry plans, with thorough descriptions of methods, which the learner was able to demonstrate when working with the animals, making logical connections between theory and practice. Explanations of observed animal behaviours are well explained, though some lack depth, such as discussions around nocturnal behaviour in hamsters which are incompletely explored. PM COMMENTS: Understanding in key areas was generally shown from across the qualification, with connections between theory and practice beginning to be made. For example, although brief, the disease control plan identified the need for isolation and how this would reduce cross contamination. The care plan for the hamster recognised the problems with food distribution when kept in groups and hamster enrichment was linked to animal species and health of teeth. Observed behaviour was related to environment and, during the practical observation, the learner verbally justified reasons for certain behaviours being seen.											

Explanations of key points were limited, for example a list of what to look for was given in the health check but understanding of what the implication would be on the overall health of the animal was not demonstrated. Weighing the calves was mentioned but no explanation given as to the importance of this activity. Overall, explanations lacked breadth and depth e.g.in task 1a waste disposal could have been explored more and care plans could have included more detailed information given on feeding

AO3 - Practical skill - Dexterity, fluidity, confidence, ease of application

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

AO3 Mark: C:9 PM: 10

The learner showed fair attention to detail and an effective level of engagement with the tasks. Work produced was to a reasonable standard and equipment was cleaned and put away correctly at the end of the task. Tasks were completed in a logical sequence and within agreed timescales. The learner demonstrated confident handling skills and persisted with the hamster handling task even after they were bitten by the animal. Adequate care of equipment was shown as well as consistent consideration for animal needs.

PM COMMENTS: Based on the practical observation form the candidate showed an acceptable level of competence, paid adequate attention to detail and worked confidently and within given timescales. Adequate care of equipment was shown To achieve a higher mark, it would be expected that the marker feedback gave further examples of demonstration of consistently high levels of skill, candidate awareness, how they demonstrated consideration for the animal needs, the standard of the work produced and how well they adapted their practices if/where necessary.

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

1 2 3 4 5 6 7 8 9 10 11 12

AO4 Mark: C: 6 PM: 5

The learner made valid links between theory and practice in key areas such as animal behaviour, handling and health. They showed confidence in adapting to presented situations and remained calm to change their course of action when the hamster became difficult to handle and began biting. The learner demonstrated some consolidation of theory and practice by planning for and successfully applying handling and restraint techniques to practical application in the presented situation. The learner made a good attempt at applying their knowledge of animal behaviour to interpret observations recorded in ethograms.

PM COMMENTS: The candidate is starting to demonstrate how the skills learnt across the qualification can be applied to the task. For example during the practical tasks, links were made between behaviour, health and handling, particularly when the hamster began to bite.

Explanations of the importance of completing the care plan and how this linked to the health of the animal were given. More detail could have been given in key areas, for example recommendations for improvements to care plan were not given and symptoms and treatment of ringworm were not identified.

Further linking to theory could have been seen throughout e.g. wild behaviour, 5 animal needs and legislation.

AO5 - Attending to detail / perfecting - Repeated checking, perfecting, noticing, engaged								
	1	2	3	4	5	6		
AO5 Mark: C: 4 PM: 3	The learner showed good attention to detail and the planning and application of skills was generally accurate. The task brief was interpreted with adequate logical sequence. All tasks planned for were carried out in practice, where the learner worked reasonably conscientiously to achieve outcomes based on task objectives. PM COMMENTS: Written work is clearly laid out following a logical sequence. Planning was generally adequate and practical tasks were carried out to a							
	suitable level with good attention to detail shown, for example consideration for the animal needs and correct care of equipment Although all tasks were attempted, there were gaps in the written work resulting in lack of depth and breadth. Work could have been checked more carefully i.e. labelling tasks correctly							

Tutor/Marker signature:

A. TUTOR

Total Mark:

C:32

PM: 29

Comments on Centre Evidence:

Documents were uploaded on time, including the Centre Standardisation Declaration.

All practical observation sheets, candidate record forms and declarations of authenticity had signatures and dates present.

All declarations of authenticity were completed correctly, including identifying whether candidate received any additional support.

All POF & CRF files were compressed into a relevant, coherent and logical order, showing excellent practice.

All POF and CRF were typed, allowing ease of reading. Examples of where the candidate had met/not met the criteria were given, i.e. on the Practical Observation Form the marker stated 'justification of actions explained well, for example, when handling the hamster it must be held securely with no gaps to escape so it doesn't get injured' and on the Candidate Record Form reference was made to the candidates confidence by giving an example of how they handled the hamster even though they had been bitten.

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.