City & Guilds
A City & Guilds Group Business

0172-21 Level 2 Technical Certificate in Animal Care

2019

Qualification Report

Contents

Introduction 3
Qualification Grade Distribution 4
Theory Exam 5
  Grade Boundaries 5
  Chief Examiner Commentary 7
Synoptic Assignment 9
  Grade Boundaries 9
  Principal Moderator Commentary 10

Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

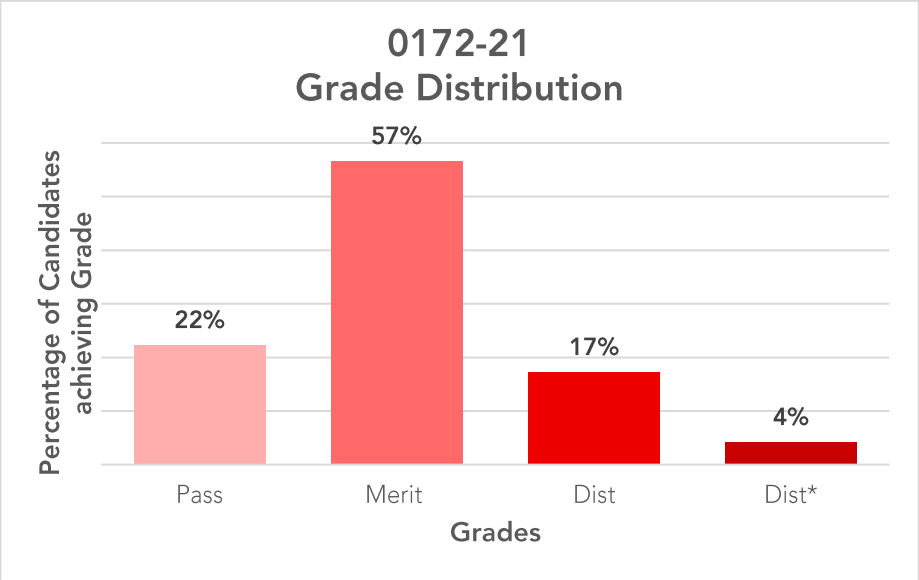
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 0172-024/524 Level 2 Animal Care – Theory Exam
    - March 2019 (Spring)
    - June 2019 (Summer)
- 0172-021 Animal Care – Synoptic Assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

Theory Exam

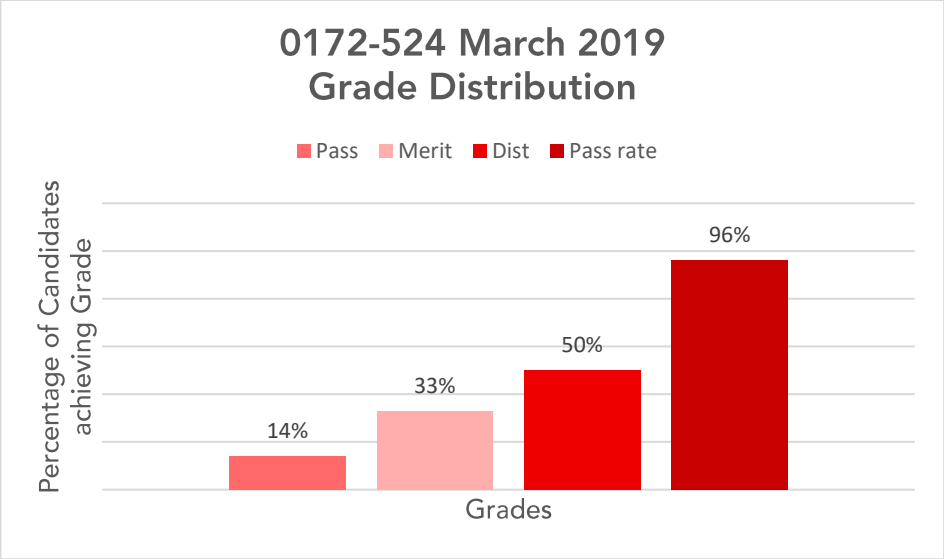
Grade Boundaries

Assessment: 0172-524
Series: March 2019 (Spring)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Total marks availible	50
Pass mark	28
Merit mark	32
Distinction mark	37

The graph below shows the approximate distributions of grades and pass rate for this assessment:

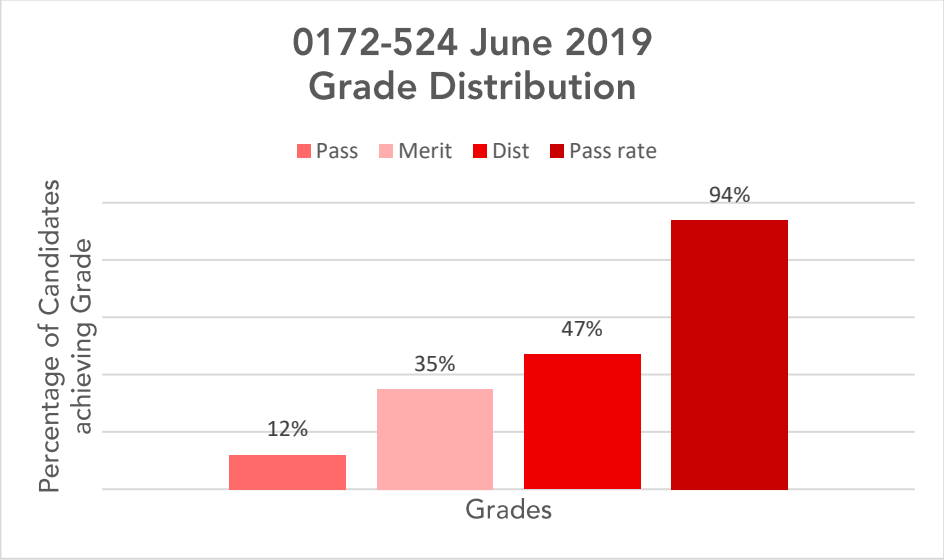


Assessment: 0172-524
Series: June 2019 (Summer)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Total marks availible	50
Pass mark	28
Merit mark	32
Distinction mark	37

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Chief Examiner Commentary

0172-524 Level 2 Animal Care - Theory exam

Series 1 – March 2019

The question paper is at the correct level and covers a range of topics across the mandatory content. Questions are fair and valid. A number of integrated questions were scored well.

Compared with the previous series (March 2018) it appears that this year's paper has more questions using technical terminology but the questions are more straightforward and concise. The March 2018 paper contains acronyms while this year the titles are written in full without acronyms. The examiners agreed that both are equally used and that neither of the two approaches should disadvantage the candidates. Both papers require high level of application of theory required, which may be more challenging for pass candidates. Overall, the paper is comparable to both March and June 2018.

It seems that centres have prepared candidates well as the results show that most candidates achieved merits and distinctions.

Series 2 – June 2019

The question paper is at the correct level and covers a range of topics across the mandatory content. Questions are fair and valid. A number of integrated questions were scored well.

The paper has the required balance of AO1 and AO2 questions, which allowed candidates to demonstrate both knowledge and understanding. The AO4 questions provided the required integration with scenarios requiring candidates to make links before answering. In comparison to the previous series (June 2018), the AO4 integrated questions are more focussed on the scenario requiring candidates to refer to this when answering these questions.

The lower scoring learners seemed to have struggled with questions using technical terminology and were easily distracted by other options available. The higher scoring learners were able to access marks from questions using technical terminology, demonstrating their depth and breadth of knowledge.

The majority of candidates were able to answer questions surrounding the five animal needs and behaviours well.

Mixed performance demonstrated on the business unit, where the higher scoring learners were able to perform well, but those who were scoring lower struggled to access marks. Overall, candidates did well in the exam, which follows the trend from 2018 and March 2019.

It seems that centres have prepared candidates well as the results show that most candidates achieved merits and distinctions.

Synoptic Assignment

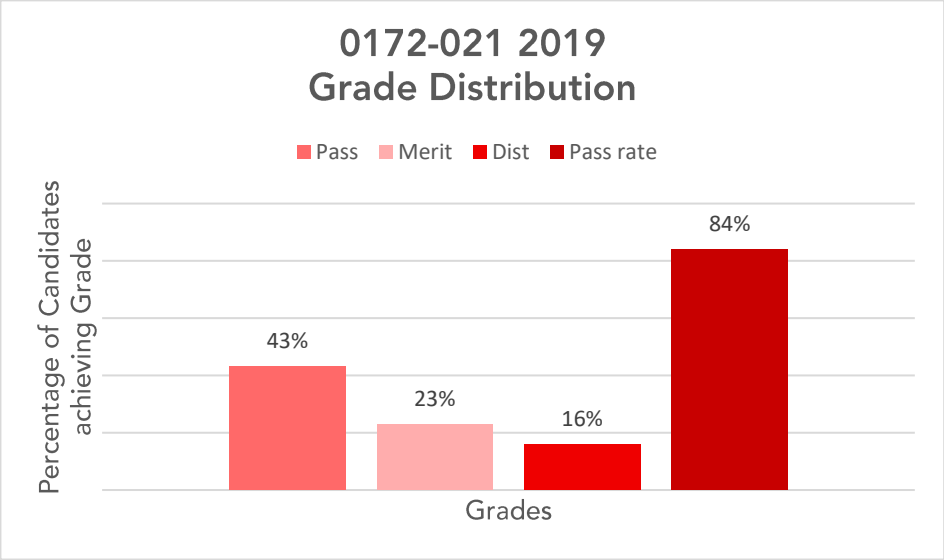
Grade Boundaries

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 0172-021
Series: 2019

Total marks availible	60
Pass mark	25
Merit mark	34
Distinction mark	44

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Principal Moderator Commentary

The assignment has a range of tasks that enables all learners to achieve the qualification and takes into consideration the strengths and weaknesses of the learner.

Tasks are designed to enable the learner the opportunity to demonstrate their knowledge and understanding in a practical setting which is supported by verbal commentary. The theoretical aspect of the assignments allows for further understanding to be demonstrated which is beneficial to learners who may be less articulate.

Both practical and theoretical tasks are designed to enable the higher level learner the opportunity to demonstrate further ability/understanding

Results of AO's vary in accordance with the individual, but each AO gives the learner the opportunity to demonstrate ability.

Overall, centres have demonstrated a better understanding of awarding AO's in respect of banding terminology, however in some centres evidence does not always support the grade awarding, resulting in over generous marking, for example

AO1 – There is still a lack of evidence to support how a learner has demonstrated further depth and breadth across the qualification, for example where centre feedback has correctly identified that a leaner has shown generally accurate recall as outlined in the Band 2 descriptor they have then gone on to award Band 3 marks.

AO2 - Some centres are being over generous when awarding marks for this outcome. Basic information with limited understanding of key concepts (for example behaviours referred to as being natural to the species without further explanation) have been described as coherent and well explained.

AO3 – Centres are still awarding high marks for practical activities without producing adequate evidence/feedback to support this. Alternatively, in some instances centres are giving a running commentary on what the learner did rather than evidencing how the learner demonstrated their level of skill, knowledge and understanding. Furthermore, some centres have emphasised the negative aspects of a learner's performance rather than the positives

AO4 - Centres are now demonstrating better understanding of this AO but more focus is needing on how a learner utilises a holistic method of answering all tasks.

AO5 – Centres do tend to focus on the practical aspect of the assessment when awarding this assessment objective, but in general are beginning to adopt a more holistic approach, for example marker feedback is starting to recognise links made in written tasks

In conclusion several centres have been marked out of tolerance and the marks have had to be adjusted but an increasing number of centre marks have been accepted.

As Task 3 of the current assignment requires learners to prepare for the arrival of two animals it is time consuming and difficult for the centre to manage, equally it adds little value to the learner's ability to demonstrate their knowledge/understanding. As stated above, practical feedback for many centres has been quite poor making it difficult during the moderation process.

Centres need to address how best to manage multiple assessment of practical tasks and where possible do this on a one to one basis. For example, in some instances where centres have assessed more than one learner during practical tasks, verbal commentary has been given

within the vicinity of other learners, therefore giving an advantage to less able learners and not reflecting the true level of individual knowledge and understanding.

Uploading of documents has been better this year but there have been instances where centres have failed to upload standardisation forms and complete declaration forms correctly, i.e. has support been given.

Generally, quality of uploads has also improved but there have been instances where the quality of the scanned document is poor, and documents have been uploaded out of sequence with blank pages and or sideways or upside down.