

# 0172-21 Level 2 Technical Certificate in Animal Care

2022

**Qualification Report**

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# Foreword

## Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star. Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

## Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

# 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.

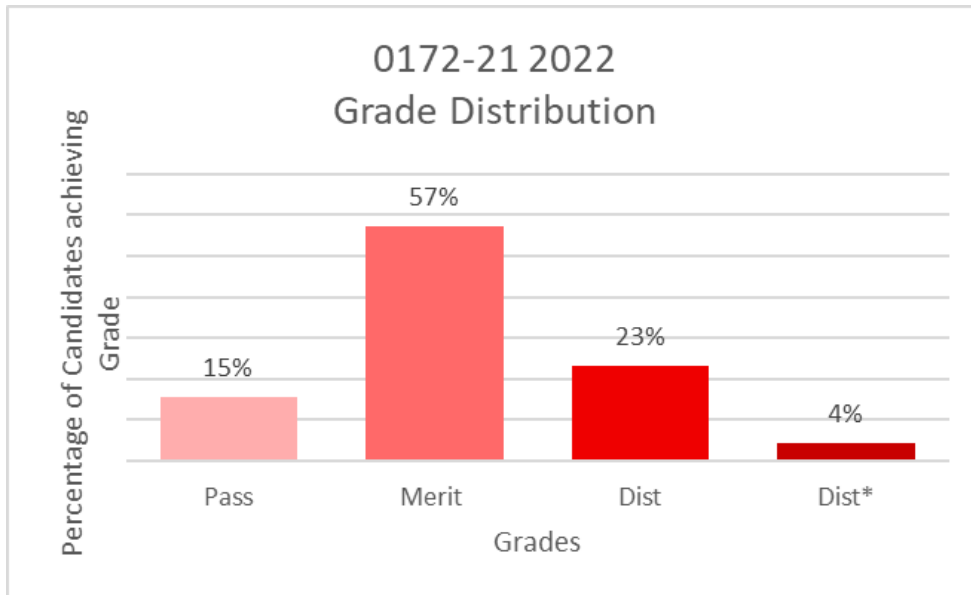
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 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 2022 (Spring)
  - June 2022 (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

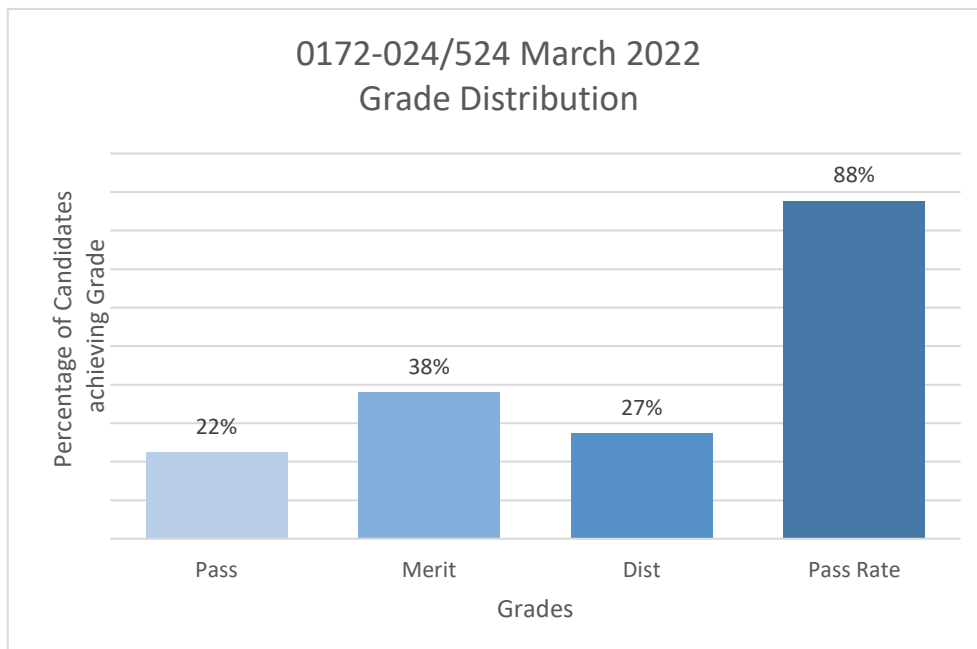
Assessment: 0172-024/524  
Series: March 2022 (Spring)

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

<b>Total marks available</b>	<b>50</b>
Pass mark	26
Merit mark	30
Distinction mark	35

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

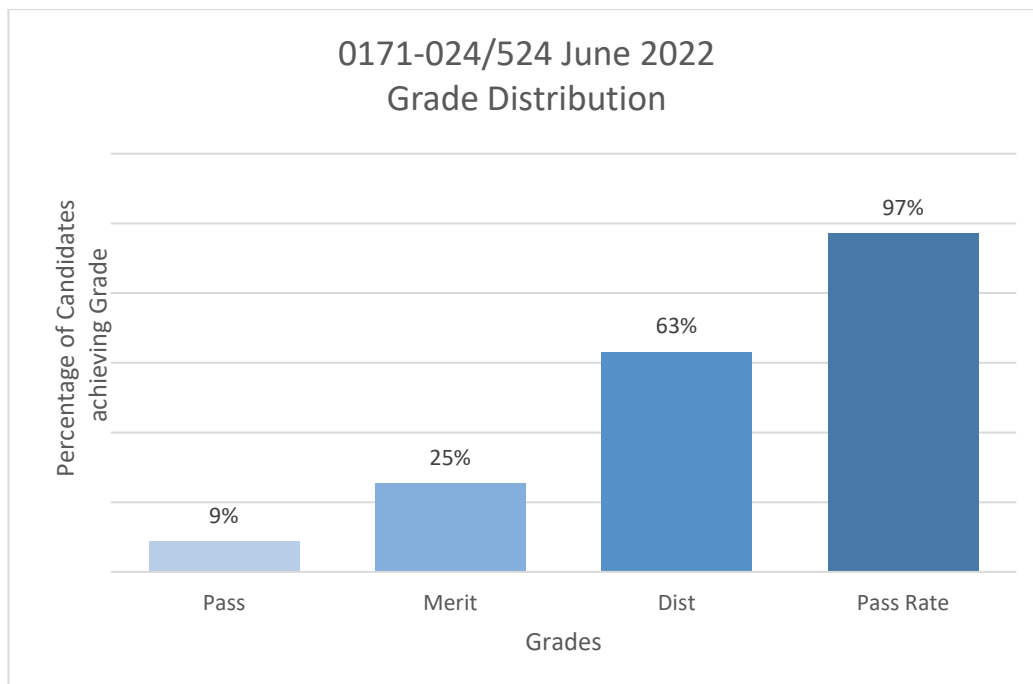


Assessment: 0172-024/524  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment.

<b>Total marks available</b>	<b>50</b>
Pass mark	23
Merit mark	27
Distinction mark	32

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



# Chief Examiner Commentary

## 0172-524 Level 2 Animal Care - Theory exam

### Series 1 – March 2022

Overall, candidates have performed well on this assessment demonstrating good recall across most of the subject areas. The paper was comparable to previous series in relation to range, suitability and level with a balance of questions testing depth and breadth across the tested topics. This has allowed all candidates to demonstrate both knowledge and understanding whilst still providing higher performing candidates with an opportunity to show greater depth and breadth across the qualification. The format and style of questions requiring candidates to apply their knowledge and understanding are deemed similar to previous series. Some questions required candidates to refer to a scenario based on workplace situations and require candidates to consider the scenario prior to selecting their considered answer.

In this paper, questions relating to animal health conditions (Q6), treatment (Q1) and pathogens (Q3) were answered well demonstrating candidates' knowledge of animal care. Candidates also responded well to feeding (Q16) and behaviour (Q22, Q28) questions with higher performing candidates able to show knowledge and understanding of specific life stage requirements and impact of pain on behaviour. Most candidates performed well in the business questions with many candidates able to define a franchise (Q34), apply appropriate legislation to a workplace scenario (Q37) and define specific media communication (Q36).

Areas where candidates did not show the required depth of knowledge and understanding are as follows: priorities in first aid (Q8), purpose of legislation (Q11), adapting care of animals (Q12), nutritional requirements of individual animals (Q15), legal entitlements in the workplace (Q39), biosecurity (Q49) and risk assessments (Q50). The level of demand of these questions is comparable to the previous series and the low performance in these questions was not expected as candidates usually perform at a higher level within these topics.

Lower performing candidates were unable to identify the reason for specific care at a life-stage (Q12) and adaptation of diet based on an animals change in work (Q17). Many candidates continue to struggle with technical terminology and application of legislation, resulting in a loss of marks across the paper. A more varied performance was evident on biosecurity-related questions where in Q49 some candidates struggled to access the mark but in Q27 many candidates were successful. The scenario-based questions allowed for good differentiation.

Centres are encouraged to help candidates develop their understanding of technical terminology across the qualification. Candidates would also benefit from further exam practice prior to sitting their assessment as a number of candidates appear not to focus on reading the questions, especially scenario-based, which often leads a missed opportunity to achieve marks.

Past papers and marking schemes are available on the City and Guilds website which should be used for exam practice.

City & Guilds also offers a technical exam guide to support the work on the exam technique.

All documents are available to download from [Technicals in Animal Care Management and Equine Care Management qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/qualifications/0172-524-Animal-Care-Management-and-Equine-Care-Management)

**Past papers and marking schemes:** Documents – Animal Care - Level 2 – Assessment materials – Past Papers tabs

**Exam guide:** Documents – Animal Care - Level 2 – Assessment materials



## Series 2 – June 2022

Overall, candidates have performed well on this assessment demonstrating good recall across most of the subject areas.

The paper was comparable to previous series in relation to range, suitability and level with a balance of questions testing depth and breadth across the tested topics. This has allowed all candidates to demonstrate both knowledge and understanding whilst still providing higher performing candidates with an opportunity to show greater depth and breadth across the qualification. The format and style of questions requiring candidates to apply their knowledge and understanding are deemed similar to previous series. Some questions required candidates to refer to a scenario based on workplace situations and require candidates to consider the scenario prior to selecting their considered answer.

In this paper, questions relating to animal first aid, some aspects of animal feeding and behaviour, animal health where understanding of technical terminology was not required, and identification of maintenance tools were answered well demonstrating candidates' knowledge of animal care and accommodation maintenance requirements.

Most candidates performed well in the business questions with many candidates able to define the term 'sole trader', correctly identify appropriate use of marketing in a given scenario and understanding the role of a specified professional in the workplace.

Areas where candidates did not show the required depth of knowledge and understanding are as follows: animal diseases/conditions, medical signs/symptoms, prophylactic treatments/vaccinations and technical terminology. Omissions were seen in some questions, these questions mostly test the following knowledge; specific care requirements of puppies, environmental hazards and legislation relating to minimum wage. The level of demand of these questions is comparable to the previous series.

Lower performing candidates were able to identify conditions caused by over-exercising, identify an example of a topical treatment, requirements in a first aid kit and use of consumables from a first aid kit. Many candidates continue to struggle with technical terminology and application of legislation, resulting in a loss of marks across the paper.

There are many themes across the paper that show differentiation these include; disease signs, record keeping, impact of exercise, common reptile conditions, animal first aid and aspects of animal feeding. The scenario-based questions allowed for some differentiation with candidates performing well in questions relating to food properties, feeding methods and customer communication.

Centres are encouraged to help candidates develop their understanding of technical terminology across the qualification. Candidates would also benefit from further exam practice prior to sitting their assessment as a number of candidates appear not to focus on reading the questions, and often do not re-refer to the scenario-based questions which would support the candidate to accurately answer these questions.

Past papers and marking schemes are available on the City and Guilds website which should be used for exam practice. City & Guilds also offers a technical exam guide to support the work on the exam technique.

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# Synoptic Assignment

## Grade Boundaries

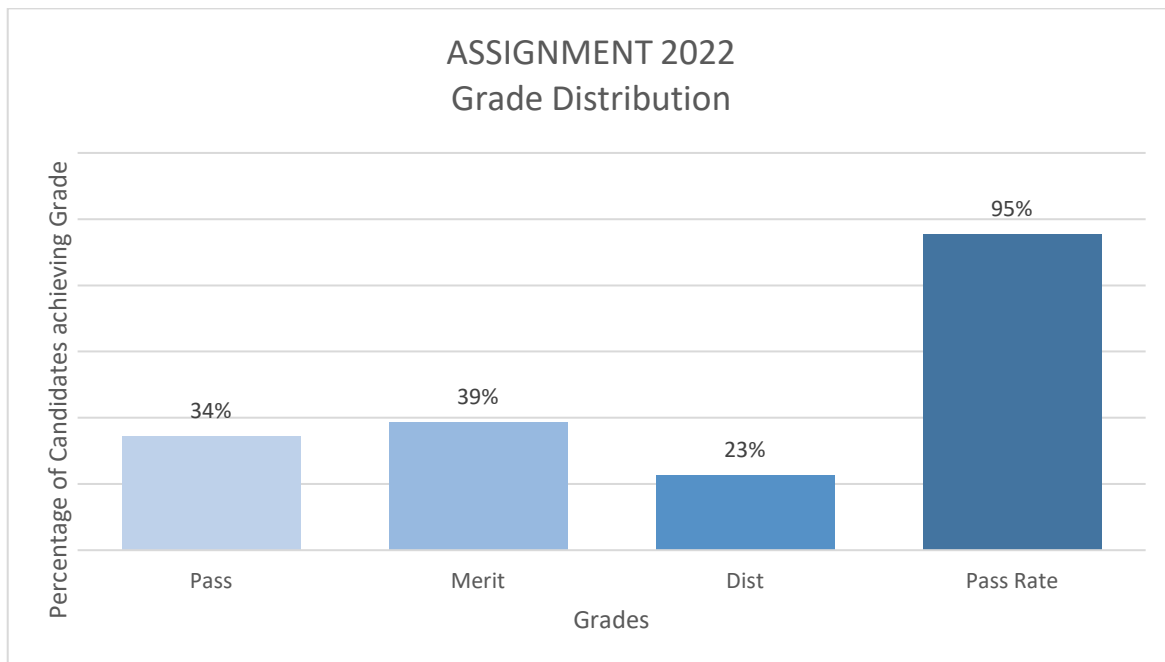
Below identifies the final grade boundaries for this assessment.

Assessment: 0172-021

Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	22
Merit mark	31
Distinction mark	41

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



## 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.

There were three tasks in total covering a range of topics such as Animal Health, Animal Behaviour, Animal Nutrition, Animal Husbandry and Animal Welfare

The first task involves candidates proposing a plan to health check the animal including what equipment would be utilised and how the behaviour would be managed, carrying out the health check and then produce a feeding plan based on the findings. Many candidates were able to discuss the health of the animal in detail and provide different types of equipment that could be used. Most candidates attempted to discuss how the animal's behaviour would be managed, however there were some candidates that simply discussed the behaviour they were observing and not how to manage the behaviour during the health check. With regard to the feeding plan many candidates produced a sufficient feeding plan, however most candidates failed to link the feeding plan to the findings of the health check and specifically to the animal they health checked. Centres should ensure that candidates have covered all of the unit content in sufficient detail to allow them to utilise their knowledge and experience effectively to cover all sub-topics within the topic.

The second task required candidates to carry out husbandry tasks that include cleaning the accommodation and providing food to the animal utilising their feeding plan. Candidates were expected to carry out the husbandry in accordance with the centre's own procedures. Many Practical Observation forms lacked the required detail to determine if the candidates had followed procedure well or if their feeding plan was sufficient. Centres should ensure that candidates have a full understanding of the unit content to enable them to competently answer the question in the detail required at this level.

It was noted that many centres are still not sufficient at capturing the evidence correctly for the practical tasks. Many centres are simply giving a running commentary of the candidate's activities and not necessarily how well the candidate is performing those activities. Other centres are simply offering the exact wording of the assessment objectives without stating how, for example, the candidate is dextrous and fluid in their approach and can problem solve without stating how the candidate was dextrous or fluid or an example of what problems the candidate solved.

The final task of producing a care guide for the species produced a range of capability amongst candidates. Some candidates were able to bring their knowledge and understanding from a range of topics to produce a substantial guide that was fit for purpose of instructing a new owner on how to care for the animal. Some candidates produced guides that required the reader to have a significant understanding of how to care for the animal as they simply expanded on what they had done in their husbandry task. Candidates should be well prepared in topics to allow them to link the task to the assignment brief in a confident manner.