

# Level 3 Technicals in Animal Management 0172-043/543

Part of 0172-33

May 2019 Version 2.0

**Guide to the examination**

Version and date	Change detail	Section
V2.0 28 May 2019	Level 3 third retake opportunity guidance added	1. Details of the exam

---

## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Technical Extended Diploma in Animal Management (Animal Management 1080)**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

# 1. Details of the exam

## External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment, this is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

## Exam requirements of this qualification

All candidates will take the following exam in the first year of the qualification:

- **0172-031/531 Level 3 Animal Management** – Theory exam (1).

This qualification has two possible pathways. The exam to be taken in the second year by a particular candidate will depend on the pathway chosen:

- **Zoos** – Theory exam (2 hours).
- **Wildlife** – Theory exam (2 hours).
- **Animal Management** – Theory exam (2 hours).
- **Science** – Theory exam (2 hours).

In addition to the exams, synoptic assignments must also be completed and passed. You can find full details of the synoptic assignment in the Qualification Handbook and the Synoptic Assessment Guide -please see the links at the end of this document.

This guide covers the **Animal Management** pathway theory exam. This exam is graded and a candidate must achieve at least a pass grade in order to be awarded the qualification.

## When does the exam take place?

This qualification involves a two year programme of study. Candidates must take the exam at the end of the second year of study. The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study for each of the two years, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the Qualification Handbook.

## Form of exam

The exam can be taken either on paper or online.

## Can candidates resit the exam?

Candidates who have failed an exam or wish to retake it in an attempt to improve their grade, can do so twice. The third and final retake opportunity applies to Level 3 only. The best result will count towards the final qualification. If the candidate fails the exam three times then they will fail the qualification.

## How the exam is structured

Each exam has a total of 60 marks available.

Each exam is made up of:

- 12-14 short answer questions;
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

## Assessment Objectives

City and Guilds Technical exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
A01 <b>Recalls knowledge</b> from across the breadth of the qualification	23%
A02 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	57%
A04 <b>Applies knowledge, understanding and skills</b> from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

## Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

## Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

To make a request for special consideration, please contact: [policy@cityandguilds.com](mailto:policy@cityandguilds.com)

## Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)  
[Applying for access arrangements on the Walled Garden](#)

## 2. Content assessed by the exam

### Animal Management (1080)

The exam assesses:

- **Unit 308: Wildlife Ecology and conservation**
- **Unit 315: Animal Nursing**
- **Unit 327: Kennel and cattery management**
- **Unit 364: Business management in the Land-Based sector**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks
308 Wildlife Ecology and conservation	LO1 Understand changes in global ecosystems	1.1 Global changes in ecosystems 1.2 Wildlife population changes in ecosystems 1.3 Reasons for global wildlife population fluctuations	14
	LO2 Understand national and international conservation strategies for wildlife and their habitats	2.1 National conservation strategies for wildlife and their habitats 2.2 International conservation strategies for wildlife and their habitats	

	LO3 Understand population dynamics	3.1 Predator prey interactions within wildlife populations 3.2 Types of evolution within animal populations	
315 Animal Nursing	LO1 Understand veterinary terminology and common conditions	1:1 Recognise associated veterinary terminology 1:2 Common Medical conditions 1:3 Common Surgical conditions 1:4 Infectious diseases	11
	LO2 Understand veterinary practice procedures	2:1 Roles of staff in a veterinary practice 2:2 The importance of communication when dealing with staff and clients 2:3 Legislation for veterinary practices	
327 Kennel and cattery management	LO1 Understand different designs and facilities of kennels and catteries	1.1 Designs of kennels and catteries 1.2 Layout of facilities included in kennels and catteries 1.3 Requirements of the Animal Boarding Establishment Act 1963	14
	LO2 Admit animals to a kennel and cattery and follow administrative procedures	2:1 Policies and procedures 2.3 Guidelines for dealing with a customer or animal emergency	
	LO3 Carry out animal husbandry and specialist animal management techniques in a kennel and cattery	3:2 Typical and atypical animal behaviour in kennels and catteries 3:3 Breed characteristics 3:4 Specialist animal management techniques in a kennel and cattery	
364 Business management in the Land-Based sector	LO1 Know the breadth and importance of an industry in the environmental and land-based sector	1.1 Importance to the economy 1.2 Associated businesses	9

LO2 Understand business resources and structures	2.1 Legal structure and organisation 2.2 Physical resource requirements 2.3 Job roles and responsibilities
LO3 Understand the business marketplace	3.1 Marketplace, customers and competitors 3.2 Supply chain 3.3 Quality management
LO4 Understand how to use financial and physical record keeping systems	4.1 Financial records 4.2 Physical records 4.3 Monitor business performance and progress
	Total marks for sections: 48 marks
	Integration across units*: 12 marks
	<b>Total marks for exam: 60 Marks</b>

\* *Integration across units.* These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.



### 3. Guidance

#### Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
<b>Analyse</b>	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
<b>Calculate</b>	Work out the answer to a problem using mathematical operations
<b>Compare</b> (... and contrast) (or <b>describe</b> the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
<b>Define</b>	Give the meaning of, technical vocabulary, terms, etc.
<b>Describe</b>	Give a detailed written account of a system, feature, etc <b>(..the effect of...on...)</b> the impact, change that has resulted from a cause, event, etc <b>(..the process..)</b> give the steps, stages, etc
<b>Differentiate</b> between	Establish and relate the characteristic differences between two or more things, concepts, etc
<b>Discuss</b>	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
<b>Distinguish</b> between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
<b>Evaluate</b>	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc )
<b>Explain</b>	Make (a situation, idea, process, etc) clear or easier to understand by giving details, <b>(..how..)</b> Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.
<b>Give example(s) illustrate/</b>	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

<b>Give a rationale</b>	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
<b>Identify</b>	Recognise a feature, usually from a document, image, etc and state what it is
<b>Justify</b>	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
<b>Label</b>	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
<b>List</b>	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
<b>Name</b>	Give the (technical) name of something
<b>Propose</b>	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
<b>Select</b>	choose the best, most suitable, etc, by making careful decisions
<b>State</b>	Give the answer, clearly and definitely
<b>Summarise</b>	Give a brief statement of the main points (of something)

## Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section

Question type:	Example question:	Example answer:
<p><b>Short answer recall questions (restricted response)</b>            These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State the full title of <b>two</b> pieces of legislation that a boarding kennel must adhere to.            (2 marks)</p>	<p><b>Indicative content:</b>            1 mark for any of the following, maximum of 2 marks</p> <ul style="list-style-type: none"> <li>• Animal Boarding Establishment Act 1963 (1)</li> <li>• Health and Safety at Work Act 1974 (1)</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985 (1)</li> <li>• Control of Substances Hazardous to Health Regulations 2002 (1)</li> <li>• Animal Welfare Act 2006 (1)</li> </ul>
<p><b>Short answer understanding questions (restricted response)</b>            These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>Explain how seasonality contributes to fluctuations in global wildlife populations.            (4 marks)</p>	<p><b>Indicative content:</b>            1 mark for each of the following, maximum of 4 marks</p> <ul style="list-style-type: none"> <li>• Seasonality – food availability (1) presence of predators (1) weather (1) breeding season (1) migration (1)</li> </ul>
<p><b>Structured Response Questions</b>            These are questions that have more than one part (eg a, b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a</p>	<p>a) Define the term ‘Arthritis’.            (1 mark)</p>	<p><b>Indicative content:</b>            1 mark for the following response.  <b>a)</b> A degenerative condition of the joints which causes chronic pain (1)</p>

structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

- b)** Describe **four** symptoms of Arthritis in dogs and cats? (4 marks)

**Indicative content:**

1 mark for each of the following, maximum of 4 marks

- b)** Less active (1) limping (1) difficulty moving (1) spinal issues (1) tiredness/lethargy (1) muscle atrophy (1) irritability (1) licking/ chewing/ biting around joints (1) cats urinate/defecate outside litter tray (1) reluctance to go for a walk (1)

---

**Extended response questions**

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

You are working as a trainee veterinary nurse at a veterinary surgery. When you arrive at the surgery, you learn that an injured Barn Owl was brought into the surgery the night before. The practice manager has asked you to take responsibility for temporarily housing the owl at the vets and arranging its movement to a more suitable facility.

Discuss how the owl should be housed, which organisations should be contacted and why, and the legislation that is relevant to this situation.

**Indicative content:**

- Correct temporary housing – size, bedding/substrate, feeding & watering

---

**Band A (1-4 marks)** - *The candidate briefly described how to house the animal, with limited consideration made to the individual species requirements and some of the suggestions made not relevant or appropriate to the scenario. Key points in relation to the aims and roles of relevant organisations have been briefly considered, but clear gaps in knowledge were present and a limited understanding of the topics shown. Technical terminology is used infrequently or inaccurately. To access the higher marks within the band, the candidate will have attempted to reference relevant legislation, but this may not always be accurate or valid.*

The barn owl should be housed in suitable temporary accommodation whilst at the veterinary surgery. The enclosure should be large enough for the owl to stretch out its wings and should be lined with newspaper on the bottom. A bowl of fresh water should be provided and a defrosted mouse or day old chick can be offered in a shallow bowl. After setting up the correct housing for the owl, there are some different organisations that should be contacted. The RSPCA can be contacted as they aim to prevent cruelty and suffering to all animals and may be able to give advice over the phone. The RSPCA will be able to take the barn owl to one of its animal centres where it can be looked after by knowledgeable staff. The RSPB could also be contacted as they protect wild birds in the UK. They

- 
- Animal Welfare Act 2006 – five animal needs
  - RSPB
  - RSPCA
  - Local Wildlife Trust / Wildlife Rehabilitation Centre
  - British Wildlife Rehabilitation Council
  - Aims and roles of relevant organisations
  - Wildlife and Countryside Act 1981
  - The Wildlife (Northern Ireland) Order 1985
- 

may be able to offer advice on correctly housing the owl. The local Wildlife Trust is also likely to have experts that can help rehabilitate the owl.

The main piece of legislation which is relevant to this situation is the Wildlife and Countryside Act. This law allows the owl to be taken into captivity if it is injured or suffering. The law also states that the animal should be released back into the wild when it has recovered and is fit enough. Whilst the owl is in captivity, the Animal Welfare Act also applies to ensure that the owl is looked after properly.

---

**Band B (5-8 marks):** *The candidate described how to house the animal in detail, with good consideration made to the individual species requirements and the majority of suggestions made were appropriate to the scenario. Key points in relation to the aims and roles of relevant organisations have been considered in depth, with few gaps in knowledge present and a sound understanding of the topics shown. Technical terminology is used frequently or accurately.*

*To access the higher marks within the band, the candidate will have referenced relevant legislation with only minor inaccuracies.*

The barn owl should be housed in suitable temporary accommodation whilst at the veterinary surgery in line with the Animal Welfare Act 2006. This could be in one of the in-patient cages, a large plastic pet carrier or a storage box with a mesh lid would also be an acceptable alternative. The cage does not need to be much taller than the owl, but should be wide enough for the owl to stretch out its wings. Ideally the enclosure should be lined with either newspaper or an old towel but other substrates such as shredded paper are also acceptable. This meets the need for a suitable environment. Defrosted mice or day old chicks can be offered as a food

---

source, a water bowl is not needed as owl's get any required water from their food. This meets the need for a suitable diet. The owl should be kept in a quiet, dark area in order to reduce stress levels, meeting the need to be free from pain, injury and disease.

Once the owl has been housed appropriately at the vets, it is important to get further help as soon as possible. One of the organisations that should be contacted is the Royal Society for the Prevention of Cruelty to Animals (RSPCA). The RSPCA aim to prevent cruelty and suffering to all animals, including wild animals. They have a number of wildlife rescue centres around the UK so they may be able to take the owl to one of these for treatment. The Royal Society for the Protection of Birds can also be contacted as they are experts on wild birds in the UK. Although they don't help injured birds, they do have detailed knowledge on how the owls live in the wild and will be very familiar with any laws relating to wild barn owls. There are several branches of the Wildlife Trust around the country, so it would be a good idea to contact the nearest one. Their main aim is to protect local wildlife and ensure landscapes are valued. Although they do not deal with injured wildlife, they are likely to have connections to local rehabilitators that may be able to help by taking the barn owl.

The Wildlife and Countryside Act 1981 is particularly relevant to this situation. Under this law, it is an offence to take any animal from the wild in the UK unless it is injured or suffering. Under this law, the barn owl can be taken for veterinary treatment and then kept in captivity until it is well enough to be released back into the wild. Keeping the owl captive once it has recovered could lead to prosecution under this law. The Animal Welfare Act 2006 must also be adhered to whilst the animal is in captivity, whether this is at the veterinary surgery or at a wildlife rehabilitation centre.

---

**Band C (9-12 marks):** *The candidate comprehensively described how to house the animal, with thorough consideration made to the individual species requirements and all suggestions made appropriate the scenario. Key points in relation to the aims and roles of relevant organisations have been thoroughly considered, with no obvious gaps in knowledge present*

---

---

*and a full understanding of the topics demonstrated. Technical terminology is used accurately throughout.*

*To access the higher marks within the band, the candidate will have referenced relevant legislation accurately and coherently.*

When setting up temporary housing for a barn owl, the five animal needs as listed under the Animal Welfare Act 2006 should be carefully considered and the enclosure designed to meet these needs as closely as possible. The need for a suitable environment must be met by providing the barn owl with an appropriate temporary enclosure. The barn owl could be housed within one of the in-patient cages but this will not be appropriate if the area is busy and noisy or contains other animals such as dogs and cats. The area where the barn owl is kept should be quiet and away from potential predators. Ideally, the enclosure will be a little bit taller than the owl but wide enough for the animal to stretch its wings if possible. Therefore, either a large plastic pet carrier or a plastic storage box with a secured mesh roof would make a suitable temporary enclosure for the owl. The top or front of the enclosure could also be covered with a towel or blanket to help muffle noises and provide a darkened environment. This will help to keep the owl calm and ensure it isn't too stressed as this is also one of the five animal needs. The most appropriate substrate to line the cage would be either newspaper or a towel. This is easy to clean out and allows observation of the animal's faeces which is particularly important when monitoring a sick or injured animal. In the wild, barn owls feed on small mammals so this should be replicated as closely as possible in order to meet the need for a suitable diet. Defrosted mice or day old chicks can be offered or strips of raw chicken could be used if these are not available. Owls get all their water from the food that they eat so a water bowl is not required. The need to be able to express natural behaviour and to be housed with or apart from other animals are not as important in this situation as the owl will only be housed temporarily.

Once the owl has been housed appropriately at the vets, it is important to get further help as soon as possible. One of the first organisations that

---

should be contacted is the Royal Society for the Prevention of Cruelty to Animals (RSPCA). The main aims of the RSPCA are to prevent cruelty to and alleviate suffering of all animals, including wild animals. The RSPCA have four wildlife rehabilitation centres around the country that could potentially take the owl and care for it until it is able to be released back into the wild. If these centres are too far away from the veterinary surgery, then the RSPCA also has links to the British Wildlife Rehabilitation Council and a list of UK wildlife rehabilitators on their website. This would enable you to contact and nearby wildlife rescue centre so that the barn owl could be moved somewhere more suitable as soon as possible.

The Royal Society for the Protection of Birds (RSPB) is another organisation which may be able to provide some help and guidance. The main aims of the RSPB are to conserve and protect birds and habitats across the UK. Although they don't help injured birds directly, they are experts on wild birds and will be very familiar with any legislation relating to barn owls. The RSPB may be able to put you in contact with someone experienced in looking after and rehabilitating barn owls. The Wildlife Trust also has many branches around the UK so there is likely to be one local to the vets. Their main aim is to protect local wildlife and ensure landscapes are valued. Again, they do not deal specifically with injured wildlife but they are likely to have connections to local rehabilitators that may be able to help by taking the barn owl.

The Wildlife and Countryside Act 1981 is the main piece of legislation that should be considered in this situation. This law makes it an offence to take any animal from the wild in the UK or harm it in any way. All wild birds, their nests and eggs are protected under this law. One of the main exceptions to this is if the animal has been injured or is suffering and requires emergency veterinary care. Under this law, the barn owl can be taken for veterinary treatment and then kept and rehabilitated in captivity until it is well enough to be released back into the wild. The owl should be released as soon as it is well enough or this could lead to prosecution under this law. The Animal Welfare Act 2006 must also be adhered to whilst the animal is in captivity, whether this is at the veterinary surgery or at a wildlife rehabilitation centre. The five animal needs must be met at all

---



---

times, ensuring the owl is receiving the best care and is not suffering in any way.

The Veterinary Surgeons Act 1966 also ensures that only vets registered with the Royal College of Veterinary Surgeons are able to treat animals, so any rehabilitators must make sure that the owl receives treatment from a qualified vet.

---

## Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

### Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

### At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the exam paper before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

### Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

### Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

### Towards the end of the exam

---

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

## 4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

### City & Guilds

Qualification homepage: <https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/animal-management/0172-technical-in-animal-care-management-and-equine-care-management#tab=documents>

which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: [www.cityandguilds.com/techbac/technical-qualifications/resources-and-support](http://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support)

### Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>