

# **0172-32 Level 3 Advanced Technical Extended Diploma in Animal Management (720)**

**2019**

**Qualification Report**

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# 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:

## Year 1

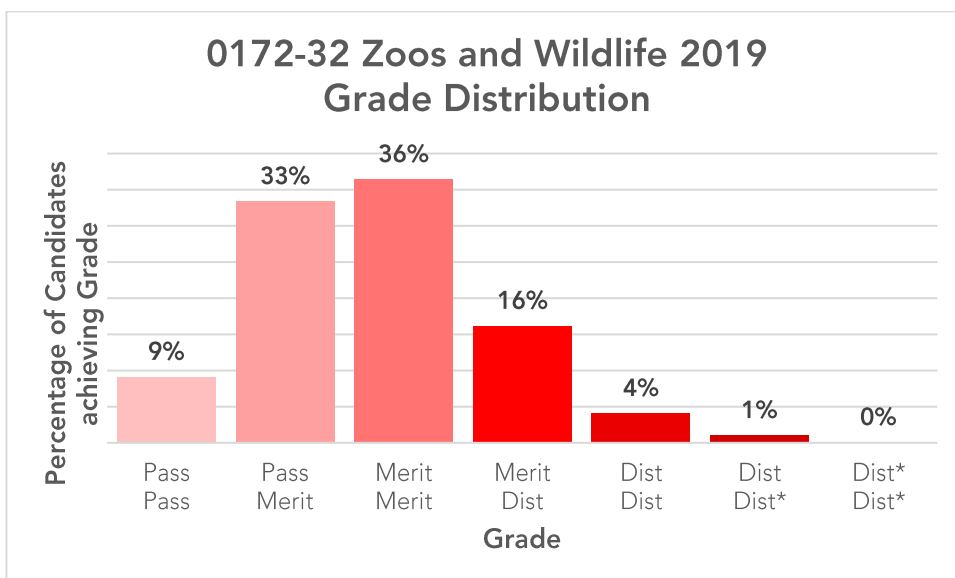
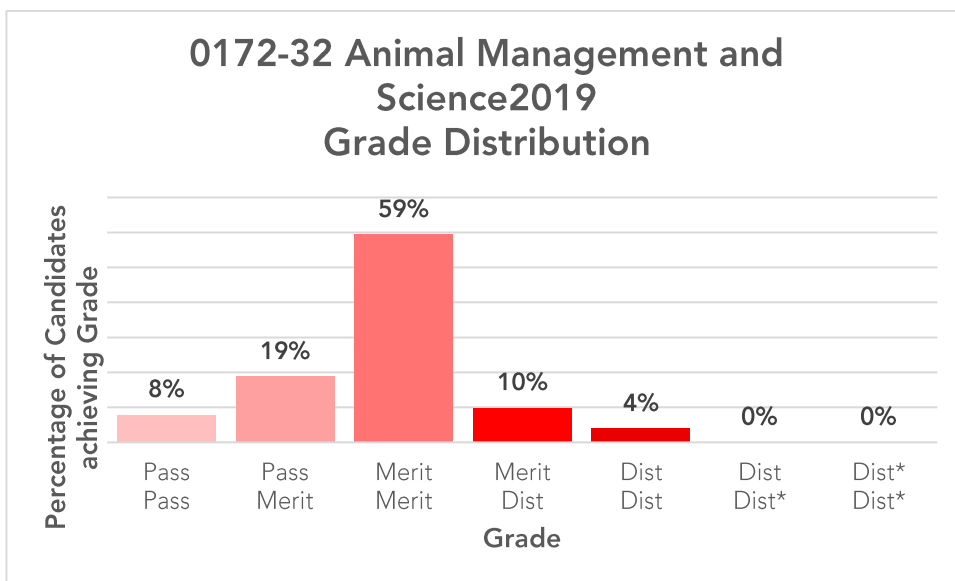
- Animal Management and Science
  - 0172-531/031 Level 3 Technical Extended Diploma in Animal Management - Theory exam (1)
    - March 2018 (Spring)
    - June 2018 (Summer)
  - 0172-030 Level 3 Animal Management - Synoptic Assignment
- Zoos and Wildlife
  - 0172-531/031 Level 3 Technical Extended Diploma in Animal Management – Theory exam (1)
    - March 2018 (Spring)
    - June 2018 (Summer)
  - 0172-030 Level 3 Animal Management - Synoptic Assignment (1)

## Year 2

- Animal Management and Science
  - 0172-537/037 Level 3 Technical Extended Diploma in Animal Management (Animal Management and Science) – Theory exam
    - March 2018 (Spring)
    - June 2018 (Summer)
  - 0172-036 Level 3 Animal Management - Synoptic Assignment (2)
- Zoos and Wildlife
  - 0172-535/035 Level 3 Technical Extended Diploma in Animal Management (Zoos and Wildlife) – Theory exam
    - March 2018 (Spring)
    - June 2018 (Summer)
  - 0172-034 Level 3 Animal Management - Synoptic Assignment (2)

# Qualification Grade Distribution

The 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 Exams – Year 1

## 0172-031/531 – Both Pathways

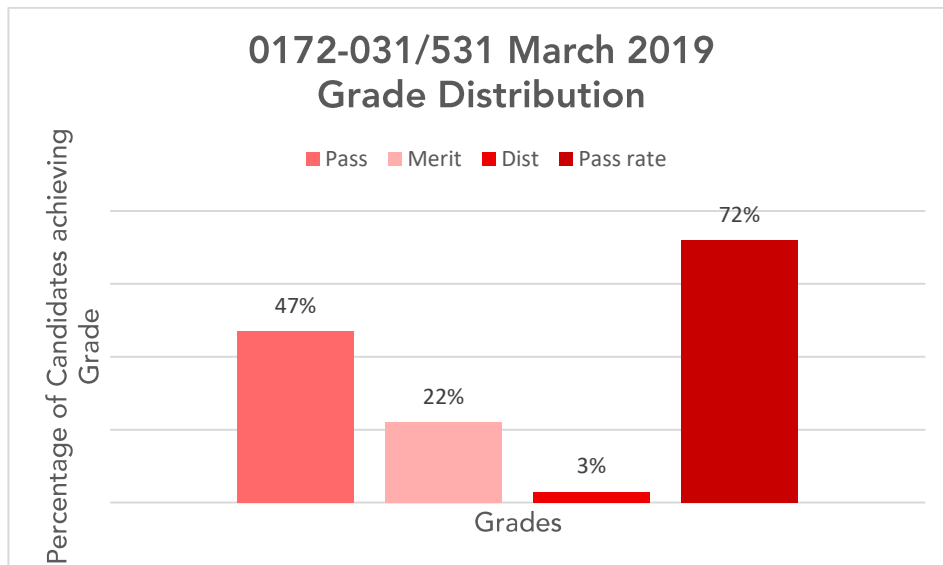
### Grade Boundaries

Assessment: 0172-031/531  
Series: March 2019 (Spring)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	34
Distinction mark	43

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



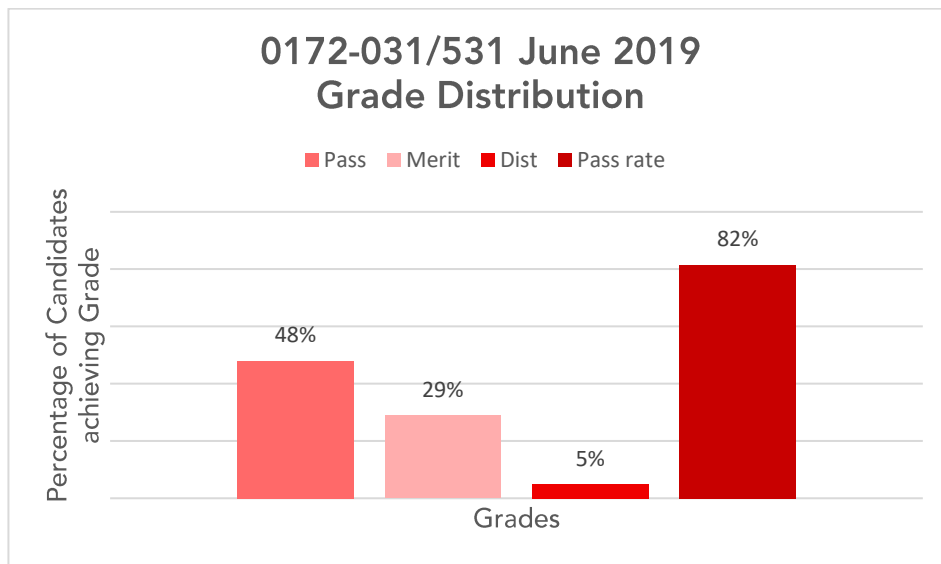
Assessment: 0172-031/531  
Series: June 2019 (Summer)

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

<b>Total marks available</b>	<b>56*</b>
Pass mark	23
Merit mark	31
Distinction mark	40

\*An item was excluded

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



# Chief Examiner Commentary

## 0172-031/531 - Theory exam

### Series 1 – March 2019

The March 2019 paper is valid, fair and reliable, with well-worded questions at the correct level providing an opportunity for the application of knowledge and understanding. It is of the same level as the March 2018.

It is noted that there was a significant improvement in candidates' exam technique compared to last year's paper. This was mainly seen with candidates offering significantly more information to attempt to gain the higher marks where it was required.

Candidates' performance was stronger in the questions where recall was required. However, it was also noted that through lack of knowledge of technical terms many candidates missed significant opportunities.

Many candidates lost marks in questions where they were required to explain or describe. They seemed to offer statements or lists of facts instead, therefore not giving sufficient explanations to demonstrate understanding.

The extended response question (ERQ) again proved too difficult for many candidates, with large numbers of candidates offering simplistic explanations or discussing a husbandry plan in general and not relating it to the specified animal, which was a geriatric mammal.

**Unit 303** – This unit focuses on Animal Health and Husbandry. Strengths for this unit were around the five animal needs, although some candidates are still using the five freedoms and this should be avoided, as they are not in the Animal Welfare Act 2006. Candidates were strong with treatments of ectoparasites and health but were not as strong with key terminology surrounding health and disease. Centres should ensure they cover all of the specification within their teaching to ensure candidates are familiar with terminology and are able to demonstrate the required levels of knowledge and understanding.

**Unit 304** – This unit focuses on Animal Feeding and Nutrition. Strengths for this unit were around feeding plans and maintaining records, whilst opportunities were missed around diets for specified animals and requirements of animals during life stages. Candidates showed a misunderstanding of key terms with regard to life stages which then led to offering incorrect dietary requirements for the specified life-stage. Centres should again ensure technical terminology is used frequently to allow candidates to become accustomed to specific terms and their meanings. Centres should also ensure that the full spectrum of the specification is covered to ensure candidates have a fair chance to gain sufficient marks.

**Unit 305** – This unit focuses on Animal Behaviour and Communication. This unit overall was not as successful for candidates as it was hoped in that many candidates lost marks by not understanding theories or key terminology of breeding strategies. Candidates missed opportunities to gain marks where questions were asking the candidate to explain and many candidates offered lists of facts rather than explanations. Centres should ensure that candidates practice explanations by offering a fact and then giving a consequence to enable them to gain higher marks for explanations.

### Extended response question

This covers all of the units mentioned above. The ERQ is graded in bands much the same as the assessment objectives within the synoptic assignment rather than a point based system like the rest of the paper. This question focused on a geriatric mammal and a husbandry care plan. Many candidates were not able to leave the lower banding if they had not discussed both components

of the scenario. Centres should ensure they train candidates to discuss all aspects of any given scenario to allow the candidate to gain higher marks. Candidates should answer the question offering the breadth and depth of all of the topics covered, explain their reasons behind their comments and then either justify or appraise their own comments offering explanations or justifications for their answers. This will enable candidates to move towards the higher banding depending on the level of detail the candidates goes into.



## **Series 2 – June 2019**

The June 2019 paper is valid and pitched at the correct level to allow for varied levels of differentiation between candidates, with some lower than expected some higher than expected.

Again it is noted that there was a significant improvement in candidates' exam technique compared to the June 2018 paper. This was mainly seen with candidates offering significantly more information to attempt to gain the higher marks where it was required.

Candidates' performance was stronger in the questions where recall was required. However, it was also noted that through lack of knowledge of technical terms many candidates missed significant opportunities.

Many candidates lost marks in questions where they were required to explain or describe. They seemed to offer statements or lists of facts instead, therefore not giving sufficient explanations to demonstrate understanding.

The extended response question (ERQ) again proved too difficult for many candidates, with large numbers of candidates offering simplistic explanations or discussing a husbandry plan in general and not relating it to the scenario around breeding success.

**Unit 303** – This unit focuses on Animal Health and Husbandry. Strengths for this unit were around notifiable diseases, although some candidates were confusing notifiable with zoonotic. Candidates were not as strong with key terminology surrounding health and disease, first aid treatment or legislation with many candidates offering vague statements not fully linked to the question. Centres should ensure they cover all of the specification within their teaching to ensure candidates are familiar with terminology and are able to demonstrate the required levels of knowledge and understanding.

**Unit 304** – This unit focuses on Animal Feeding and Nutrition. Strengths for this unit were around digestion systems and reasons for choosing a specific diet over others, whilst opportunities were missed around diets for specified animals and requirements of animals during life stages. Candidates showed a misunderstanding of key terms with regard to life stages which then led to offering incorrect dietary requirements for the specified life-stage. Centres should again ensure technical terminology is used frequently to allow candidates to become accustomed to specific terms and their meanings. Centres should also ensure that the full spectrum of the specification is covered to ensure candidates have a fair chance to gain sufficient marks.

**Unit 305** – This unit focuses on Animal Behaviour and Communication. Strengths for this unit were around atypical behaviours and definitions of behaviours. The topic of seasonality appeared to be a challenge to many candidates. Candidates missed opportunities to gain marks where questions were asking the candidate to explain, and many candidates offered lists of facts rather than explanations. Centres should ensure that candidates practice explanations by offering a fact and then giving a consequence to enable them to gain higher marks for explanations.

### **Extended response question**

This covers all of the units mentioned above. The ERQ is judged in mark bands much the same as the assessment objectives within the synoptic assignment rather than a point-based system like the rest of the paper. This question focused on care requirements to optimise breeding success. Many candidates were not able to leave the lower banding if they had not linked the care requirements to breeding success. Some candidates purely discussed breeding strategies, which was not asked for, and did not discuss the care requirements. Centres should ensure they train candidates to discuss all aspects of any given scenario to allow the candidate to gain higher marks. Candidates should answer the question offering the breadth and depth of all of the topics covered, explain their reasons behind their comments and then either justify or appraise their own comments offering explanations or justifications for their answers. This will enable candidates to

move towards the higher banding depending on the level of detail the candidates go into. Candidates should refrain from regurgitating the rest of the exam paper as this is often not specifically related to the scenario or context.

# Theory Exams – Year 2

## 0172-037/537 - Animal Management and Science

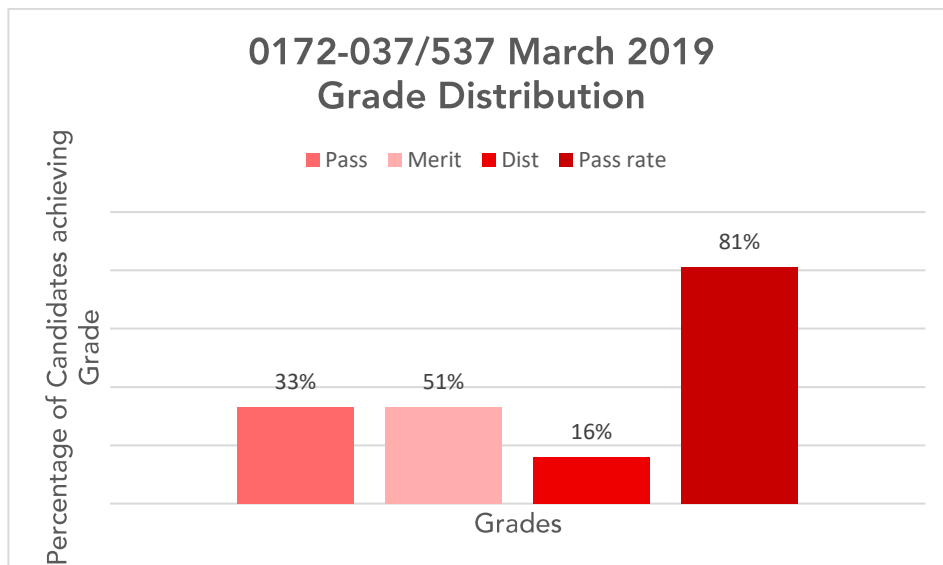
### Grade Boundaries

Assessment: 0172-037/537  
Series: March 2019 (Spring)

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

<b>Total marks available</b>	<b>40</b>
Pass mark	19
Merit mark	24
Distinction mark	30

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

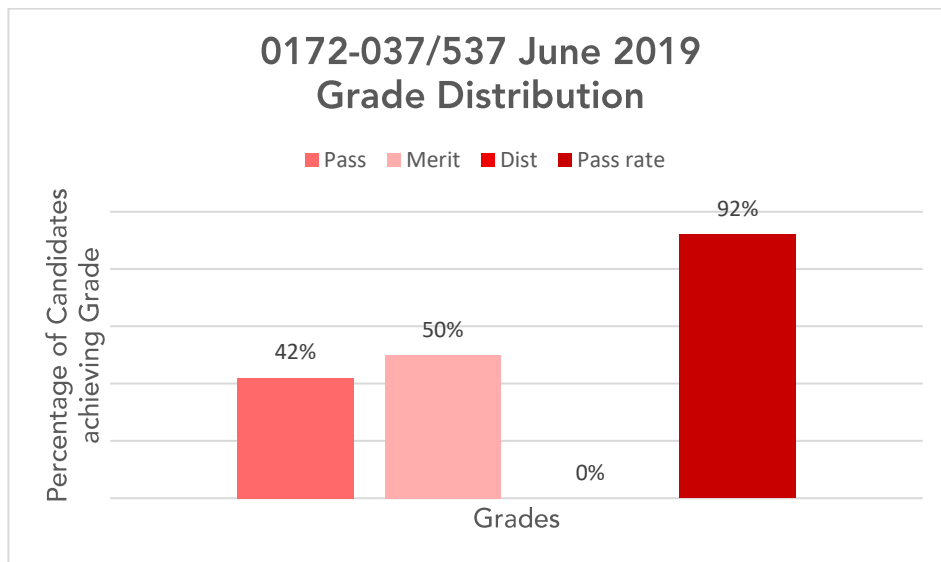


Assessment: 0172-037/537  
Series: June 2019 (Summer)

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

<b>Total marks available</b>	<b>40</b>
Pass mark	19
Merit mark	24
Distinction mark	30

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



# Chief Examiner Commentary

## 0172-037/537 Level 3 Animal Management - Theory exam (2)

### Series 1 – March 2019

Overall, this is a fair, straightforward and valid paper providing the coverage of the required content.

Generally, candidates coped well with both the recall and the understanding questions. However, some did not cope as well with the questions where a deeper understanding of knowledge was being targeted, and therefore missed out on being awarded a proportion of the available marks.

It is noted that a number of the candidates struggled to cover all the required content of the extended response question. Candidates demonstrated a good breadth of knowledge but at times were not able to state the actual factual details or justify.

Candidates' responses to some questions (particularly Q10) indicated weakness in examination technique. It is important to ensure candidates are prepared for the type and structure of questions used and are familiar with the variety of command verbs that may be used within the examination. Candidates should allocate their time in proportion to the marks available for a question.

Centres should emphasise the importance of the correct exam technique.

City & Guilds has produced a technical exam guide to support the work on the exam technique, which is available to download from

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

Centres may also refer to the past papers available to download from the same webpage under the Past Papers tab.

This paper being a second-year paper showed that the candidates had made good progress from the first year to the second year. There was also evidence that candidates were better prepared for this examination than they were in previous years.

**Unit 311** – This unit focusses on Pet Store Design and Management - Candidates generally coped very well with the straightforward recall of knowledge questions. For some of the demonstration of understanding questions, candidates only read part of the stem and therefore did not achieve full marks.

**Unit 327** – This unit focusses on The Kennel and Cattery - Questions targeting the broader knowledge were generally well answered by the candidates. However, some candidates struggled with the recall of straightforward technical content such as actual values and measurements. Many of the candidates coped well applying their knowledge to demonstrate understanding; however, a number of them did not provide the content or depth required for the marks allocated to the question.

### Extended Response Question

This was a very wide area that allowed the candidate to demonstrate a broad depth of knowledge. This question would benefit greatly from candidates producing a detailed plan before attempting the question. This would hopefully ensure that more of the indicative content was covered. Many candidates were focused on covering the legal requirements and did not explore other factors. Some candidates were providing suggestions with little justification as to how this may help with the scenario. Thus, many candidates did not achieve marks in the higher bands.

## **Series 2 – June 2019**

The June 2019 paper is valid, fair and reliable, with well worded questions pitched at the correct level providing an opportunity for the application of knowledge and understanding. It is at a comparable level to the June 2018 and March 2019 papers.

It is noted that there was a significant improvement in candidates' exam technique compared to previous years. This was mainly due to candidates offering significantly more information to attempt to gain the higher marks where it was required.

Candidate's performance was stronger in the questions where recall was required, however due to lack of technical knowledge many candidates missed significant opportunities.

Many candidates lost marks in questions where they were required to explain or describe. Candidates were offering statements or lists of facts instead, therefore not giving sufficient explanations to demonstrate understanding.

The extended response question (ERQ) was well answered by many candidates, with candidates providing long extended answers. However, many candidates responses were of a generalised overview rather than including actual technical detail. Many candidates focused on one of the businesses and not both, thus restricting their mark. Candidates should provide detailed answers which are explained and justified in order to access the higher mark bands.

**Unit 311** – This unit focuses on Pet Store Design and Management. Strengths for this unit were the health and safety aspects. Candidates could generally recall the Animal Welfare Act, but some were not able to apply it to the question. The recall of retail legislation was a weakness. Many candidates were still stating answers when they were being asked to explain. Candidates were able to name a pet store layout but were not able to explain the benefits of such a layout. Many candidates were not able to discuss why a pet store may have an adoption scheme.

**Unit 327** – This unit focuses on Kennel and Cattery Management. The strengths of this unit were breed identification; application of restraint equipment and the use of isolation kennels; here the candidates achieved good marks. Candidates found explaining the reasons why a certain boarding kennel design would be more beneficial than other alternatives.

### **Extended response question**

This covers both the above units. The ERQ is judged in mark bands much the same as the assessment objectives within the synoptic assignment rather than on a points based system, like the rest of the paper. The question focused on the expansion of a boarding kennel and the addition of a dog merchandising pet store. Candidates provided longer responses to this question than on the past papers. However many candidates were providing answers that gave a general overview of the requirements of the scenario, but included little in terms of technical detail. A number of candidates focused on the boarding kennel and did not consider both business in detail. Candidates should answer the question offering breadth and depth in all topics covered by the scenario, they should be explaining and justifying their answers rather than just make statements. It is this justification that helps to demonstrate understanding and allow progression to the higher grade bands.

# 0172-535/035 - Zoos and Wildlife

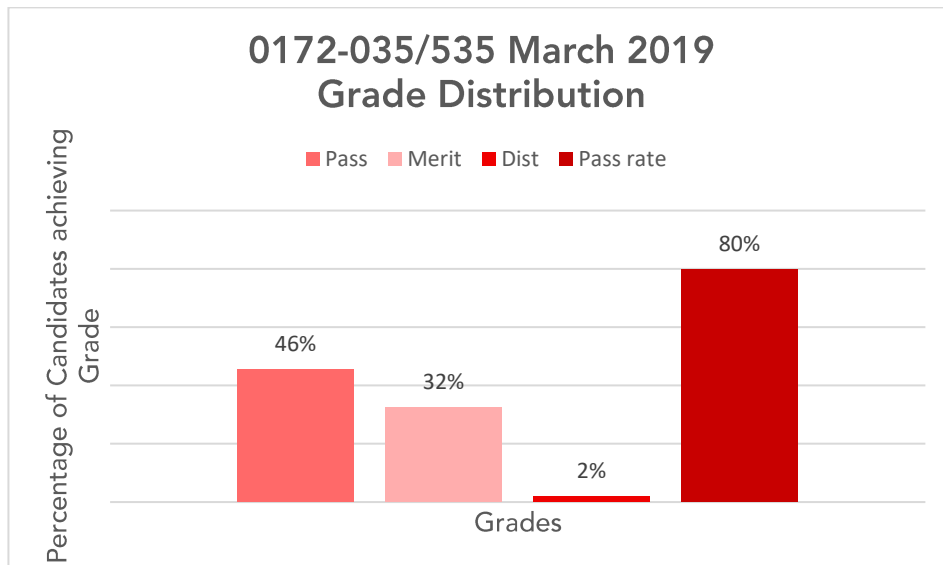
## Grade Boundaries

Assessment: 0172-035/535  
Series: March 2019 (Spring)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	33
Distinction mark	42

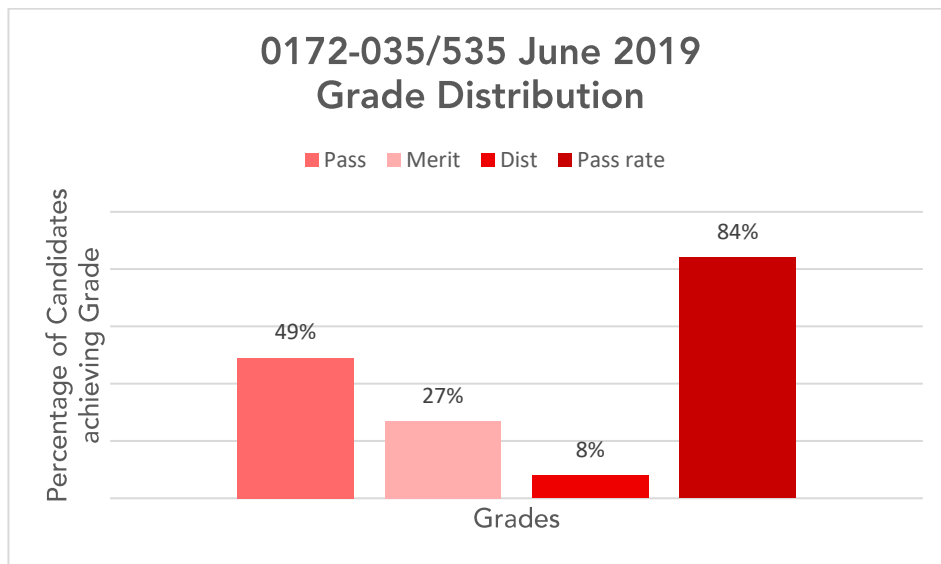
The graph below shows the approximate distributions of grades and pass rate for this assessment:



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

<b>Total marks available</b>	<b>60</b>
Pass mark	26
Merit mark	35
Distinction mark	44

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





# Chief Examiner Commentary

## 0172-035/535 Level 3 Animal Management - Theory exam (2)

### Series 1 – March 2019

The paper was considered to be fair and balanced with an overall good range of AO1 and AO2 across all units. Responses for the extended response question were generally good, including those from the lower scoring candidates with varying levels of detail.

Overall, there was a range of performances.

Candidates showed a good level of knowledge in a number of key areas (eg organisations, global wildlife populations). Most scripts accessed marks across the paper with questions 4; 5; 8 and 11 standing out as areas where candidates were producing some very good answers.

However, candidates lost marks due to lack of knowledge and understanding of key technical terminology in some questions (Q1, 3, 5b and particularly 6). Centres should ensure that technical terminology is utilised throughout training to enable candidates to fully understand the questions and provide relevant answers.

Candidates also showed a lack of knowledge of some topics as a common theme across the qualification (eg evolution, breeding strategies).

A number of candidates also showed poor exam technique as answers did not reflect the questions fully. It important that centre emphasise on the importance of the correct exam technique.

City & Guilds has produced a technical exam guide to support the work on the exam technique, which is available to download from <https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/animal-management/0172-technical-in-animal-care-management-and-equine-care-management#tab=documents>

Centres may also refer to the past papers available to download from the same webpage under the Past Papers tab.

Candidates should be reminded to familiarise themselves with the requirements of command verbs, and for each verb the type of responses required in relation to depth and breadth.

Centres opting for paper-based examinations should remind candidates that if their handwriting is illegible marks cannot be awarded.

#### Extended Response Question

Good attempts were made in this question. Most candidates were able to discuss both menageries and modern zoos, their roles and changes. Stronger answers made reference to ethics and people's perception of collections, while answers that accessed less marks tended to focus on a single element, eg modern day zoos and discuss its role with little reference to changes over time. Centres should ensure that candidates are up to date with the most recent legislation, as there were a few references to the 5 Freedoms which was replaced in 2006 with the Animal Welfare Act.

Although this paper was generally well attempted, there are a number of key areas that would help candidates to access the higher band. Overall candidates performed well in terms of identifying and defining, however better performing scripts would include full answers, giving examples and or explanation when required. In addition, candidates need to ensure that they read the questions thoroughly and avoid repetition of points. In order to access higher marks it is also important that candidates are aware of key words from the unit specification and understand them.

## Series 2 – June 2019

The June 2019 paper is a balanced with clear and well-structured questions pitched at the correct level, providing candidates the opportunity for the application of knowledge and understanding throughout. It is of the same level as the June 2018 paper.

Candidates generally performed better with the technical terminology this year compared to June 2018 with further strength where recall was required. However, candidates of all abilities struggled with some terms resulting in missed opportunities to access higher marks.

Candidates were able to explain and describe better this year resulting in providing more information to attempt to gain the higher marks, rather than just listing key points.

The extended response question (ERQ) provided the candidate with the opportunity to gain significant marks, however many of the candidates focused mainly on the selection of the breeding male or the breeding plan. The higher level candidates failed to link the two parts together and only provided generic explanations.

**Unit 308** – This unit focused on wildlife and ecology conservation. Strengths for this unit were around technical terminology, for example metapopulations, emigration and divergent evolution. All levels of candidates were able to provide recall to demonstrate basic understanding of these terms, however many candidates failed to link these to the context of the question, for instance, being able to explain the effects of metapopulations rather than just being able to define the term. Centres should again ensure technical terminology is used frequently in context to allow candidates to become accustomed to specific terms and their application.

**Unit 310** – This unit focused on exotic animal health and husbandry. Strengths for this unit were demonstrated through candidates providing good explanations for the importance of record keeping for a pathogenic disease, however not as strong with technical terminology, e.g. sourcing of exotic methods. Candidates were able to identify reasons for poor water quality, but many were unable to provide an explanation of the impact that this can have on exotic species.

**Unit 316** – This unit focused on zoological collections. Strengths for this unit were around visitor expectations and enrichment techniques, however candidates showed a misunderstanding of key terms with regards to **studbooks**, **biosecurity**, **sustainable** and **zooanthroponosis** with candidates offering incorrect definitions and limited recall. Centres should again ensure technical terminology is used frequently in context to allow candidates to become accustomed to specific terms and their application. Centres should also ensure that the full spectrum of the specification is covered to ensure candidates have a fair chance to gain sufficient marks.

### Extended Response Question

This covers all of the units mentioned above. The ERQ is judged in mark bands much the same as the assessment objectives within the synoptic assignment rather than a point based system like the rest of the paper. This question focused on the breeding of a zoo mammal where candidates were required to discuss the process of selection and the management of the breeding plan. Many candidates focused on one component rather than discussing both and how they linked together which resulted in candidates achieving lower marks. Centres should ensure they train candidates to discuss all aspects of a given scenario to allow the candidate to gain higher marks. Many candidates still tend to summarise the selection of a generic animal, with very little consideration made to conservation, ethical sourcing etc. Candidates should answer the question offering the breadth and depth of all of the topics covered, explain their reasons behind their comments and then either justify or appraise their own comments offering explanations of justifications in the answers. This will enable candidates to move towards the higher banding depending on the level of candidates goes into.

# Synoptic Assignment – Year 1

## 0172-030 – Level 3 Animal Management - Synoptic Assignment (1)

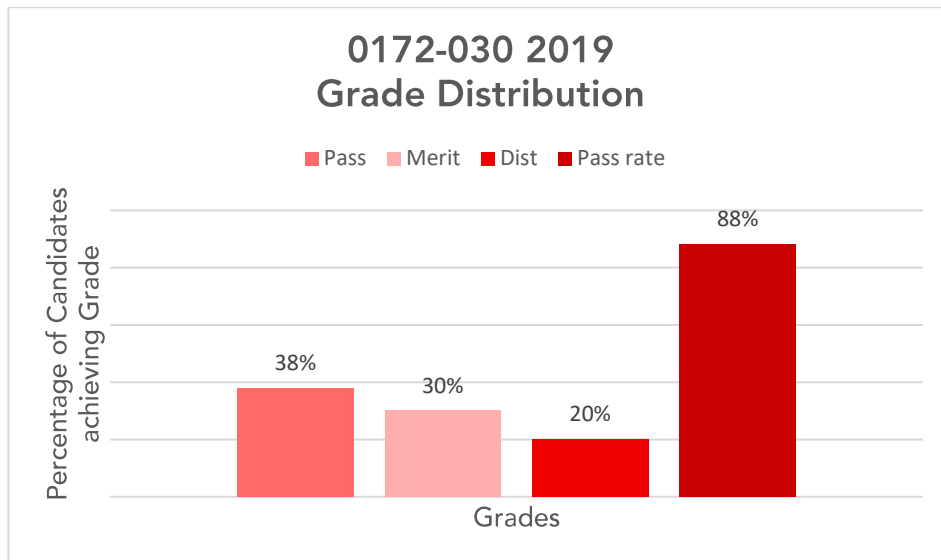
### Grade Boundaries

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

Assessment: 0172-030  
Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	34
Distinction mark	43

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



## Principal Moderator Commentary

There were six tasks in total covering a range of topics such as Animal Health, Animal husbandry, Behaviour, Nutrition, Handling and Restraint and Animal Welfare.

All candidates were able to propose a husbandry care plan. Some candidates proposed a detailed plan that demonstrated high levels of knowledge and understanding. All candidates again were able to carry out the plan, although not all were successful at covering all elements to the correct standard.

It was noted that many centres were not sufficient at capturing the evidence correctly for the practical tasks, as there are still centres that 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 actually stating how, for example, the candidate is dextrous and fluid in their approach and is able to problem solve.

The task around altering the plan for a pregnant or gravid species appeared to be challenging to most candidates as they would often make generic statements, such as 'the nutrition requirements will be different' but not stating how they will be different.

The health check task was performed well, but candidates did not always fully capture their results or capture what ill health may look like.

Most candidates performed the observations well, there were one or two centres that permitted interaction with the animals during the observation which then gives false readings of the animal's behaviour, for example 'taking a dog on a walk'. When studying animal's behaviour it is imperative that the observer should not affect the behaviour in any way.

The final task of evaluating welfare based on the health and behavioural findings was again mostly descriptive by candidates with generally only the high performing candidates offering any evaluation or justification.

## 0172-036 Level 3 Animal Management – Synoptic Assignment (2)

### Grade Boundaries

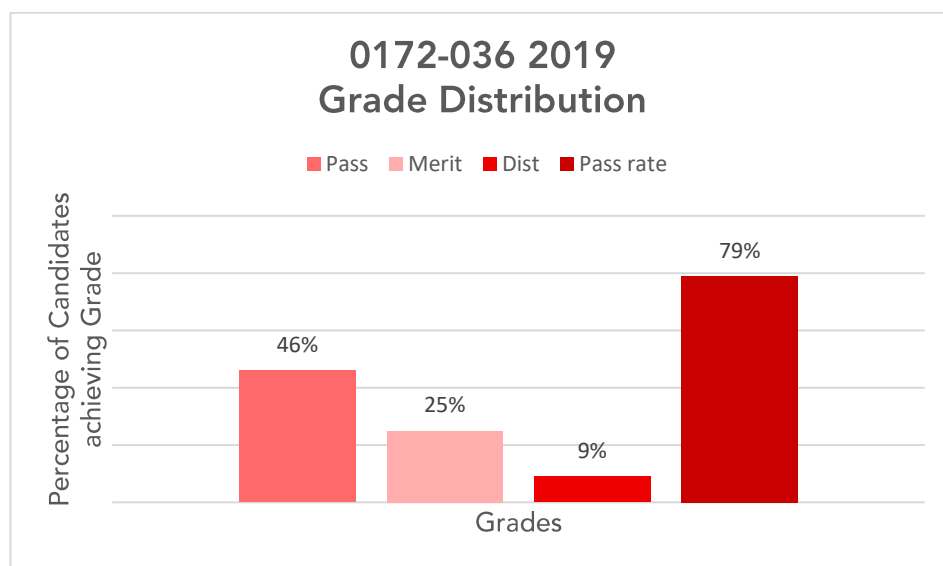
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 0172-036

Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	43

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



## Principal Moderator Commentary

There were four tasks in total covering a range of topics such as Science Fundamentals, Pet Store Design and Kennel and Cattery Management.

All candidates were able to propose a plan for their scientific investigation. Some candidates proposed a detailed plan that demonstrated high levels of knowledge and understanding. Some candidates did not cover all of the essential elements such as a methodology or their calculations. Centres should ensure that candidates are proficient in understanding how to read a task brief to ensure all candidates cover the prescribed content. All candidates again were able to carry out the scientific plan, although not all were successful at covering all elements to the correct standard.

It was noted that many centres were not sufficient at capturing the evidence correctly for the practical task, as there are still centres that 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 actually stating how, for example, the candidate is dextrous and fluid in their approach and is able to problem solve.

The task around the scientific report asked candidates to evaluate their own performance. Across centres this was an area of weakness with some candidates as they simply repeated their plan and discussed their results. Centres should ensure that candidates are fully practised at techniques such as self-evaluation in order to prepare themselves for this type of assessment.

The final task of producing a Pet store design plan and justification of the design was again mostly descriptive by candidates with generally only the high performing candidates offering any a detailed justification of how the plan meets the various legislation. Many candidates would link their design to one piece of legislation namely the Animal Welfare Act 2006 but not any others. Centres should ensure that candidates have an understanding of all the legislation within the qualification handbook to give candidates the optimum resources to discuss all relevant sections.

# Synoptic Assignments – Year 2

## 0172-034 Level 3 Animal Management – Synoptic Assignment (2)

### Grade Boundaries

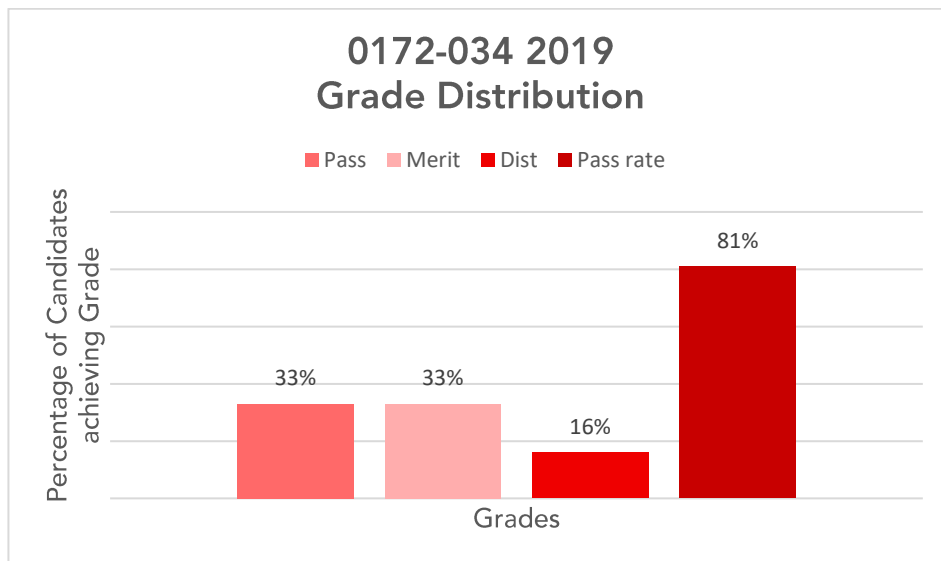
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 0172-034

Series: 2019

<b>Total marks available</b>	<b>60</b>
Pass mark	26
Merit mark	34
Distinction mark	42

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



## Principal Moderator Commentary

There were six tasks in total covering a range of topics such as Exotic Animal Health and Husbandry, Wildlife and Ecology Conservation and Wildlife Management and Rehabilitation.

All candidates were able to propose a husbandry care plan for an exotic animal. Some candidates proposed a detailed plan that demonstrated high levels of knowledge and understanding. All candidates again were able to carry out the plan, although not all were successful at covering all elements to the correct standard.

It was noted that many centres were not sufficient at capturing the evidence correctly for the practical tasks, as there are still centres that 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 actually stating how, for example, the candidate is dextrous and fluid in their approach and is able to problem solve. Centres also need to consider how many candidates assessors are capable of assessing at one time especially where candidates are asked to give a verbal commentary as they carry out the task.

The task around the wild bird survey was completed to a reasonable standard across centres, again centres capturing of candidate performance was occasionally poor and offered little evidence to support the CRF. Centres should ensure that assessors are capturing evidence that justifies the assessors mark to support a smooth moderation process.

The report on the bird survey was completed well by many candidates but there were still some candidates that did not cover all of the content requirements of the task in that they would not identify any issues or limitations of their survey. Centres should ensure that candidates are fully practised at covering content and breaking tasks down to enable them to methodically cover all the required content.

The final task of a report on a bird species was generally performed well across centres with most candidates covering all of the required content in detail to demonstrate their knowledge and understanding.



