0172-33 Level 3 Advanced Technical Extended Diploma in Animal Management (1080)

2019

Qualification Report

Contents

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
- Pathway 1/2/3/4
  - 0172-031/531 Level 3 Animal Management– Theory exam (1)
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0172-030 Level 3 Animal Management– Synoptic Assignment (1)

Year 2
- Pathway 1 – Level 3 Advanced Technical Extended Diploma in Animal Management (Zoos)
  - 0172-039/539 Level 3 Animal Management – Theory Exam (2)
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0172-038 Level 3 Animal Management – Synoptic Assignment (2)

- Pathway 2 - Level 3 Advanced Technical Extended Diploma in Animal Management (Wildlife)
  - 0172-041/541 Level 3 Animal Management – Theory Exam (2)
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0172-040 Animal Management – Synoptic Assignment (2)

- Pathway 3 - Level 3 Advanced Technical Extended Diploma in Animal Management (Animal Management)
  - 0172-043/543 Level 3 Animal Management – Theory Exam (2)
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0172-042 Animal Management – Synoptic Assignment (2)

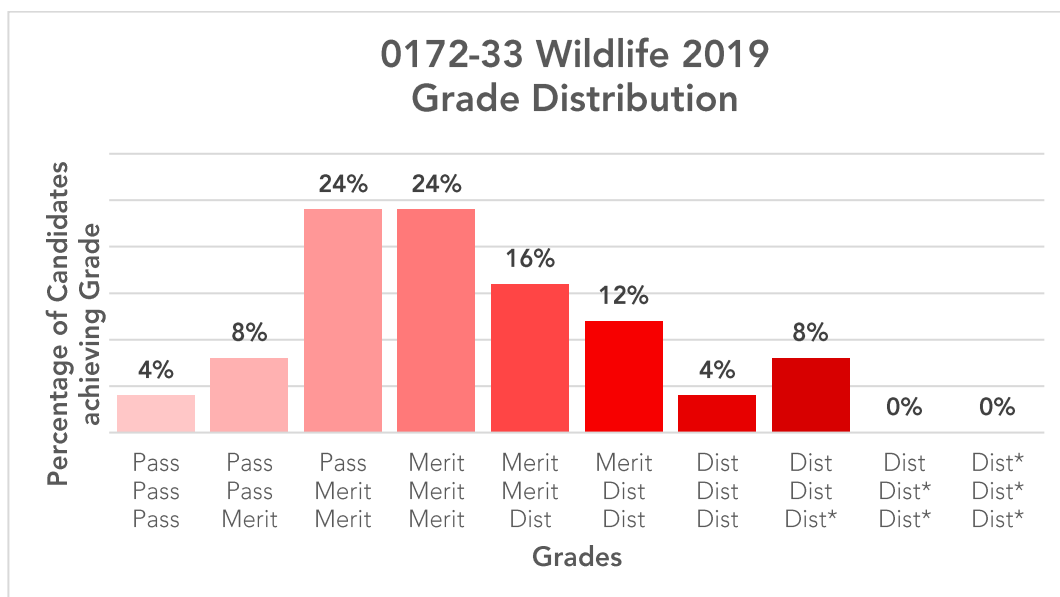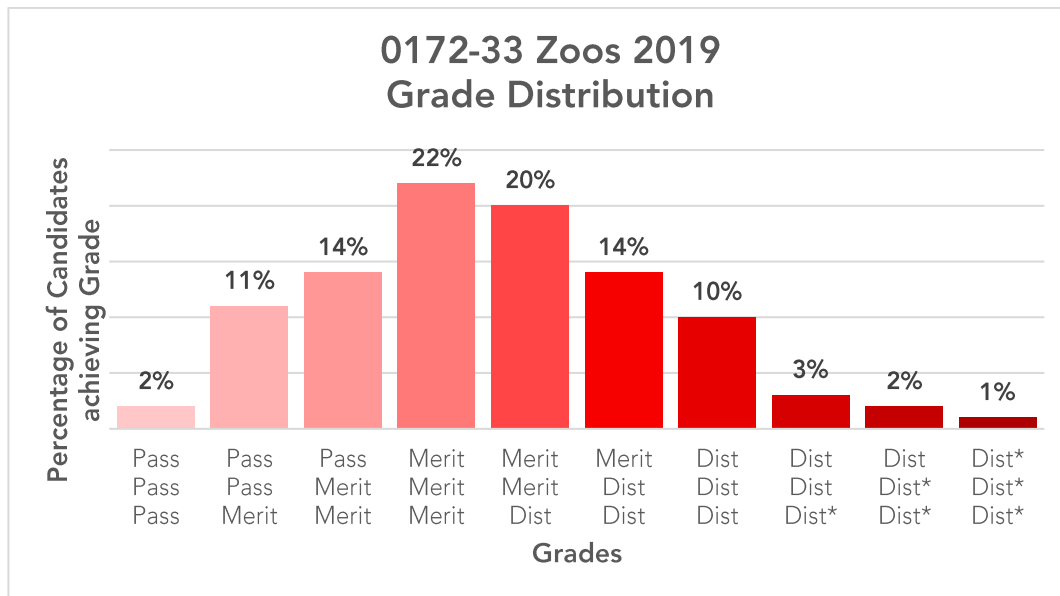- Pathway 4 - Level 3 Advanced Technical Extended Diploma in Animal Management (Science)
  - 0172-045/545 Level 3 Animal Management – Theory Exam (2)
    - March 2019 (Spring)
    - June 2019 (Summer)
  - 0172-044 Animal Management – Synoptic Assignment (2)
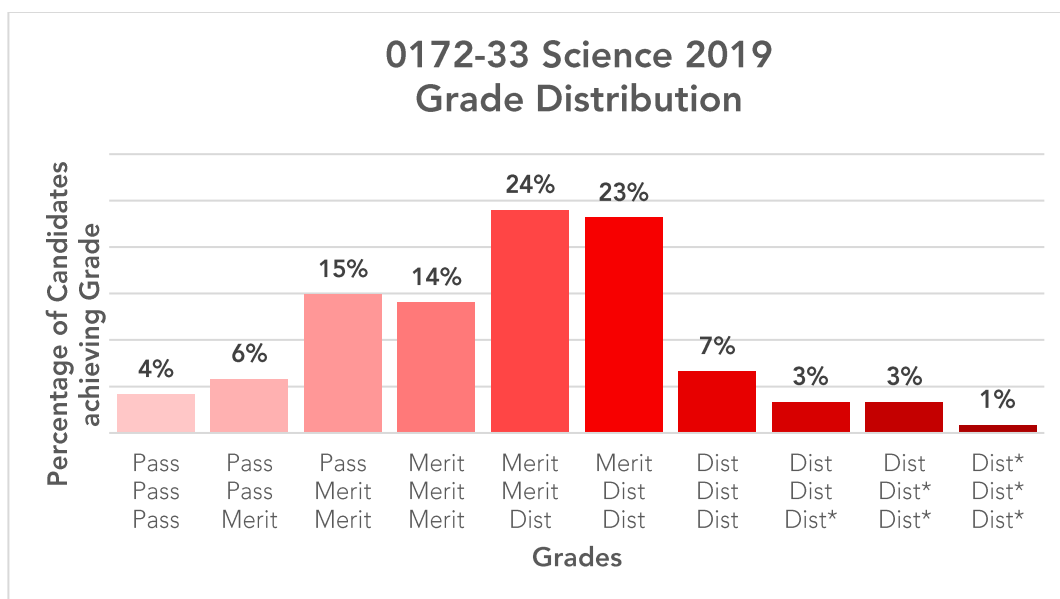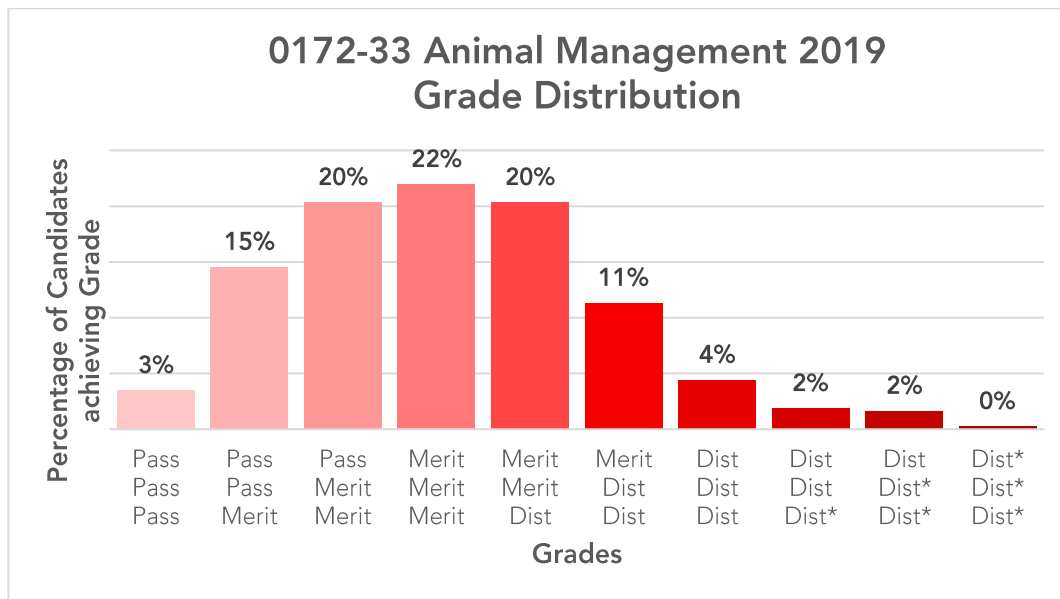
Qualification Grade Distribution

The grade distribution for this qualification is shown below:

0172-33 Zoos 2019 Grade Distribution

Percentage of Candidates achieving Grade

Grade	Percentage
Pass Pass Pass	2%
Pass Pass Merit	11%
Pass Merit Merit	14%
Merit Merit Merit	22%
Merit Merit Dist	20%
Merit Dist Dist	14%
Dist Dist Dist	10%
Dist Dist Dist*	3%
Dist Dist* Dist*	2%
Dist* Dist* Dist*	1%

Grades

0172-33 Wildlife 2019 Grade Distribution

Percentage of Candidates achieving Grade

Grade	Percentage
Pass Pass Pass	4%
Pass Pass Merit	8%
Pass Merit Merit	24%
Merit Merit Merit	24%
Merit Merit Dist	16%
Merit Dist Dist	12%
Dist Dist Dist	4%
Dist Dist Dist*	8%
Dist Dist* Dist*	0%
Dist* Dist* Dist*	0%

Grades

0172-33 Animal Management 2019 Grade Distribution

Grade	Percentage
Pass Pass Pass	3%
Pass Pass Merit	15%
Pass Merit Merit	20%
Merit Merit Merit	22%
Merit Merit Dist	20%
Merit Dist Dist	11%
Dist Dist Dist	4%
Dist Dist Dist*	2%
Dist Dist* Dist*	2%
Dist* Dist* Dist*	0%

0172-33 Science 2019 Grade Distribution

Grade	Percentage
Pass Pass Pass	4%
Pass Pass Merit	6%
Pass Merit Merit	15%
Merit Merit Merit	14%
Merit Merit Dist	24%
Merit Dist Dist	23%
Dist Dist Dist	7%
Dist Dist Dist*	3%
Dist Dist* Dist*	3%
Dist* Dist* Dist*	1%

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 - Level 3 Animal Management – Theory Exam (1)
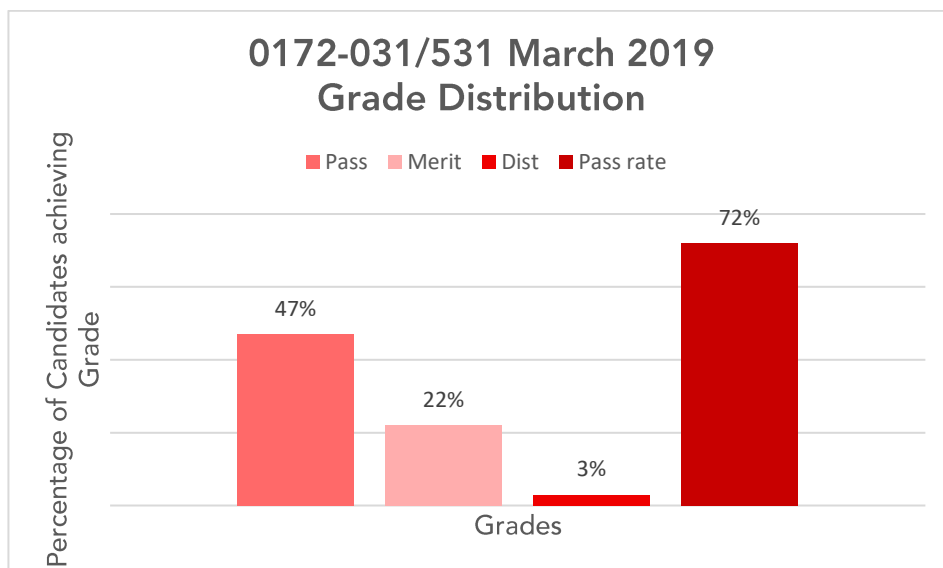
Grade Boundaries

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

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

Total marks availible	60
Pass mark	25
Merit mark	34
Distinction mark	43

The graph below shows the approximate distributions of grades and pass rate for this assessment:
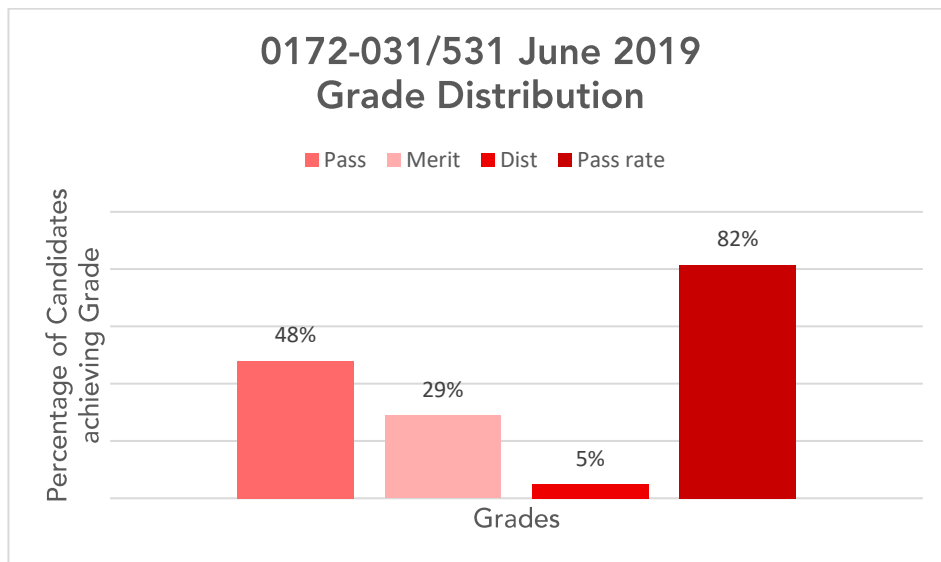
Assessment: 0172-031/531
Series: June 2019 (Summer)

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

Total marks availible	56*
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 Level 3 Animal Management - Theory exam (1)

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

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
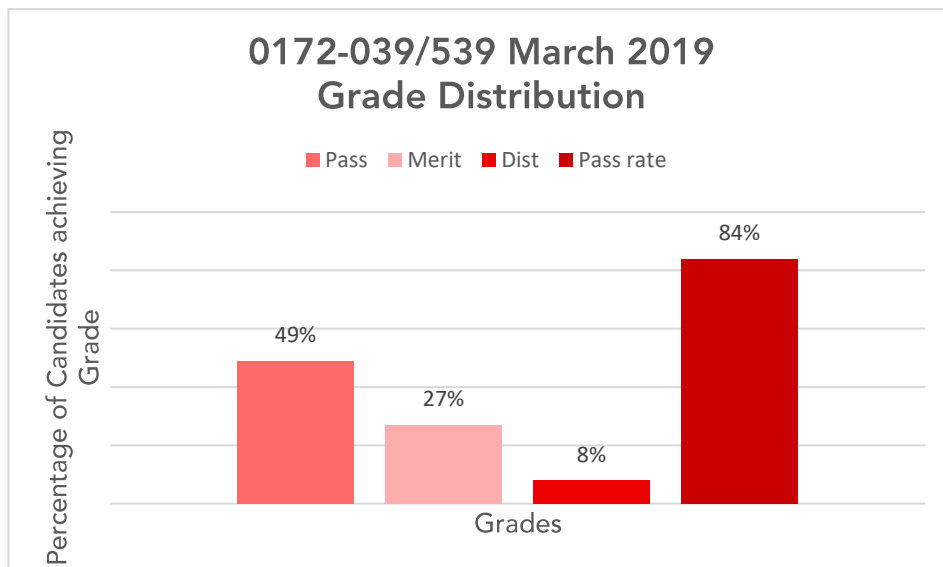
0172-039/539 Level 3 Animal Management (Zoos)

Grade Boundaries

Assessment: 0172-039/539
Series: March 2019 (Spring)

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

Total marks availible	60
Pass mark	24
Merit mark	32
Distinction mark	41

The graph below shows the approximate distributions of grades and pass rate for this assessment:
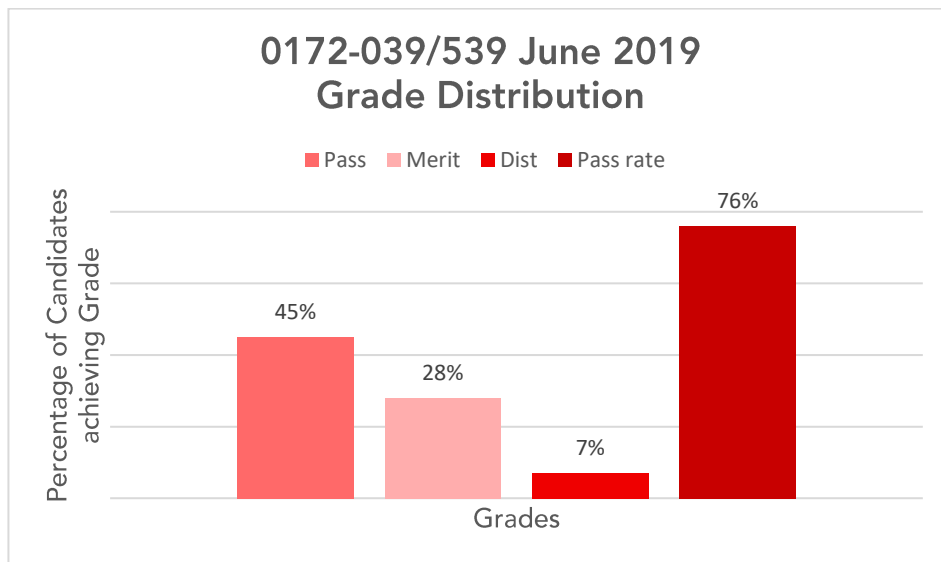
Assessment: 0172-039/539
Series: June 2019 (Summer)

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

Total marks availible	60
Pass mark	25
Merit mark	33
Distinction mark	41

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

Chief Examiner Commentary

0172-039/539 Level 3 Animal Management - Theory exam (2)

Series 1 – March 2019

This paper is at the correct level with a good range of AO1 and AO2 questions across the units.

Candidate answers showed a range of performances. Candidates generally performed well in questions relating to zoological collections and aquatics welfare. Where candidates require further support is in certain areas of avian health and husbandry and business management.

Candidate responses to some of the questions indicated weaknesses in both examination technique and subject area knowledge (particularly Q3, Q7, Q9 and Q13). Candidates performed significantly better on the knowledge questions but did not always demonstrate the expected understanding or fully explain their answers. It is important to ensure candidates are fully prepared for the type and structure of questions used and are familiar with the variety of command verbs that may be used in the examination.

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-technicals-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.

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

It is noted that a number of candidates lacked knowledge of key terminology, which lead to some incorrect answers or misinterpretations. Although spelling and grammar are not marked in the examination, many candidates also made significant errors in relation to key terminology. Centres are reminded to teach the correct terminology so that candidates are able to recognise them and apply their knowledge and understanding from the units accordingly.

Unit 313 - This unit focuses on Aquatics Welfare and Breed Development. Questions relating to this unit were generally answered well, with candidates demonstrating a reasonable knowledge of fish biology and feeding. There was, however, a significant confusion about breeding strategies so this was a clear area of weakness.

Unit 314 - This unit focuses on Avian Health and Husbandry. Strengths for questions relating to this unit were seen in stereotypical behaviour and breeding of avian species, although many candidates did not explain their answers in order to gain all the available marks. Areas of weakness were seen in avian anatomy and diet types. Candidates lost marks in this section mainly due to poor examination technique; responses were not specific enough and candidates had not understood the command verbs or fully explained their answers.

Unit 316 - This unit focuses on Zoological Collections. Overall, candidates performed very well on questions relating to this topic; knowledge and understanding of mixed species exhibits, conservation and legislation were strong in this series, with candidates able to gain marks with valid explanations and descriptions. An area of weakness was the understanding and justification of record keeping within the extended response question. Centres should ensure that candidates are familiar with key terminology to ensure questions can be answered correctly.

Unit 364 - This unit focuses on Business Management in the Land Based Sector. Knowledge of legislation was a key strength in this subject, however candidates demonstrated a lack of understanding and knowledge relating to business supply chains.

Extended response question

Candidates generally performed well on this question with most being able to identify and explain a range of records relating to keeping animals in a zoo. Candidates did less well when discussing the records needed for running a business, with this being absent altogether for many candidates. There was an overall lack of understanding of the reasons for keeping records and responses from candidates were often basic and lacking valid justifications. Many candidates became focussed on discussing legislation but this was often incorrect or not explained appropriately to the scenario.

Centres should encourage candidates to plan out their answer and then methodically go through their plan, relating it to the scenario and justifying their responses.

Many candidates wrote long answers but were often repeating themselves or not making any valid points. A few candidates made a detailed attempt with their response covering most aspects, linking them to the scenario and providing justification for their decisions, meaning they could be awarded the higher marks.

Series 2 – June 2019

Candidates showed some good exam techniques in answering recall questions, but still lack the attention to detail and techniques in questions requiring fuller explanations.

There were strengths in the candidates' responses where basic recall of AO1 style questioning was being assessed with students having to state or identify answers. Marks were lost in AO2 questions where explanations or descriptions were needed to demonstrate deeper knowledge of the more technical understanding.

The extended response question showed some improvements, with candidates being able to provide well-rounded discussions surrounding prevention and control. Weaknesses were evident in their ability to discuss, link and compare these with one another in an evaluative manner.

Unit 313 – This unit is for candidates to understand the general care and management of a variety of aquatic species commonly kept in captivity. The assessment of this unit could include the specific nutrition, accommodation, health and breeding needs of aquatic species. Candidates showed strengths in their understanding of breeding strategies, signs of ill health in common diseases and the basics of feeding husbandry. The main areas of weaknesses were with regards to the relevance of the impact of incorrect feeding and their knowledge of the nitrogen cycle in detail. Centres need to ensure that their candidates understand key terminology and can have attention to detail with different stages in processes, enabling them to explain in full detail allowing them to access the higher grades.

Unit 314 - This unit is aimed to provide candidates with knowledge of a variety of avian species and their general care and management. Candidates were assessed on their knowledge of accommodation, health, welfare and breeding of a variety of avian species. Candidate strengths were linked to their knowledge of the Five Needs and these being applied to the care of various avian species, as well as identifying various avian accommodation. The main missed opportunities surrounded candidates' application of knowledge to factors associated with breeding avian species. Centres should ensure students can distinguish when needing to discuss species factors or environmental factors.

Unit 316 - This unit is aimed to assess candidates understanding of the role and systems of the modern zoos and techniques used to improve welfare and for effective zoo operation. The main strength of candidates was explaining various design features of zoo exhibits, but again centres need to remind candidates about reading the question to ensure opportunities are not needlessly missed. The question clearly focussed on non-animal related factors, and although some examples given by candidates were not technically wrong, they were animal related and not linked to the question. Large gaps in knowledge surrounded the use of BAPs and research within zoos. Centres should ensure that candidates are taught sufficiently across the full spectrum of the specifications to be given fair chance to access all available marks.

Unit 364 – This unit aimed to assess candidates' knowledge and understanding of businesses within the land-based sector, the role and responsibilities of those employed in land-based businesses and resource requirements. There were limited strengths within the candidates' responses and as with previous papers the assessment of their business knowledge remains a strong area of improvement required across the board.

Extended Response Question
The wording of the question allowed for successful coverage of all the units outlined above. The ERQ is judged in mark bands much the same as the assessment objectives within the synoptic assignment rather than basic point/score based system like the first part of the exam paper. The question focussed on health protocols and aimed to assess the candidates' knowledge on

prevention and control, two different aspects of husbandry routines, but work simultaneously with each to compliment. Centres need to prepare the learners in their response technique to ensure that links or more evaluative writing style is given to allow candidates better chances at aiming towards the higher mid-range and top band ranges. Candidates were mostly successful at describing or detailing the protocols, but lacked depth.

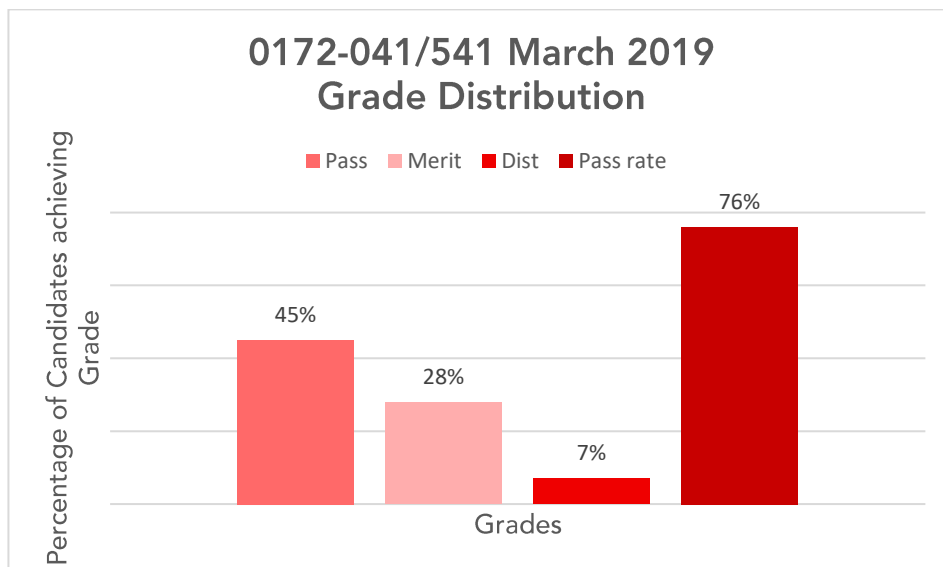# 0172-041/541 – Level 3 Animal Management (Wildlife)

Grade Boundaries

Assessment: 0172-041/541
Series: March 2019 (Spring)

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

Total marks availible	60
Pass mark	26
Merit mark	34
Distinction mark	41

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

Assessment: 0172-041/541
Series: June 2019 (Summer)

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

Total marks availible	60
Pass mark	25
Merit mark	34
Distinction mark	43

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

0172-041/541 June 2019
Grade Distribution

■ Pass ■ Merit ■ Dist ■ Pass rate
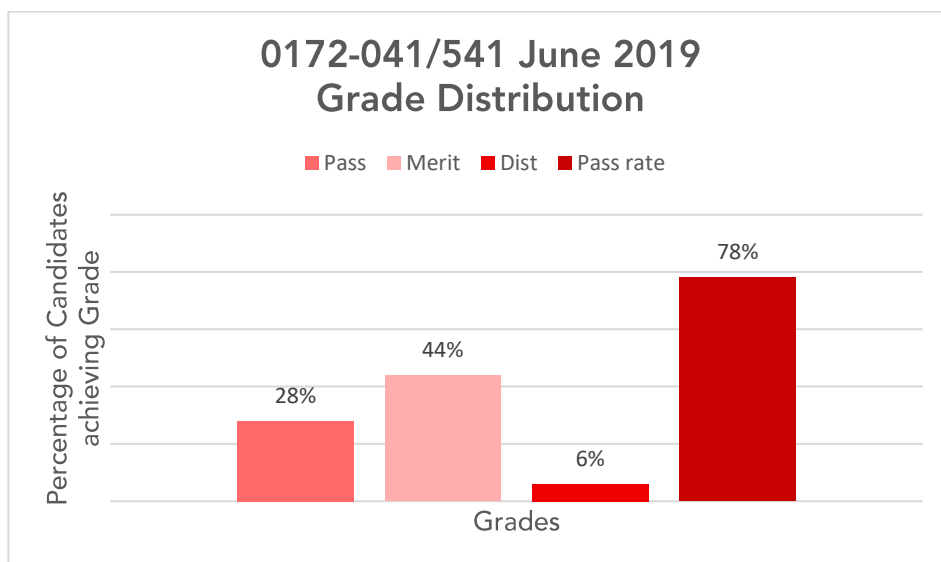
Chief Examiner Commentary

0172-041/541 Level 3 Animal Management - Theory exam (2)

Series 1 – March 2019

It is felt that the March paper is valid, fair and reliable, with questions that were worded well and at the correct level to give the candidate opportunity to apply their knowledge and understanding.

Candidates' performance was stronger in the AO1 questions where recall was required, with significant opportunities missed by some candidates through lack of knowledge around technical terms. Many candidates lost marks in AO2 questions where they were asked to explain or describe but instead offered statements or lists of facts, therefore not giving sufficient explanations to demonstrate understanding. The extended response question (ERQ) proved difficult for many candidates, with large numbers of candidates discussing one or two aims of the survey and offering some considerations of the survey. Only a small number of candidates sat this paper and it was disappointing to see common mistakes and missed opportunities across the candidates.

Centres should emphasise on the importance of technical terminology and 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-technicals-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.

Unit 308 – This unit focuses on Wildlife Ecology and Conservation. Strengths for this unit were around global wildlife fluctuations and conservation strategies. Many candidates lost marks regarding conservation organisations and the difference between national and international. Technical terminology and definitions appeared to be an issue for most candidates. Centres should ensure that technical terminology is utilised throughout training and therefore candidates will be able to define terms without issues.

Unit 309 – This unit focuses on Wildlife Management and Rehabilitation. Strengths for this unit were around legislation and wildlife population surveys. Opportunities missed around wildlife casualty assessments with many candidates going into first aid rather than initial assessments. Candidates showed a misunderstanding with regard to population management plans and the requirements of these with many candidates mistaking a population management plan for a wildlife survey and discussing the considerations of these. Centres should ensure all aspects of the specification is covered in detail to ensure candidates are fully equipped to answer all questions relating to the topic.

Unit 328 – This unit focuses on Ecological Concepts and Application. Candidates demonstrated strengths with regard to breeding strategies and habitat fragmentation with many candidates giving detailed explanations. Some candidates missed opportunities surrounding their explanations of questions and the potential sources of error about ecological surveys. Centres should ensure that candidates practice explanations by offering a fact and then giving a reason/cause/consequence to enable them to gain higher marks for explanations.

Unit 364 – This unit focuses on Business Management in the Land-Based Sector. Many candidates did not perform well in this unit. Technical terms and descriptions were particularly lacking depth for candidates showing lack of understanding. Centres should ensure that candidates have a firm understanding of all aspects of business, particularly as this was also identified last series as an area that requires improvement.

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 an ecological survey and the considerations of surveying a particular area. 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 go into.

Series 2 – June 2019

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 308 – This unit focuses on Wildlife and Ecology Conservation. Strengths for this unit were around conservation strategies, although some candidates were confusing national with international. Candidates were not as strong with key terminology surrounding genetic variability and population dynamics 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 309 – This unit focuses on Wildlife Management and Rehabilitation. Strengths for this unit were around restraint equipment and key terms around activity periods, whilst opportunities were missed around the impact of illegal trade and ethical implications around releasing wildlife. Centres should ensure key verb terminology is used frequently to allow candidates to become accustomed to specific types of questions to avoid candidates stating lists rather than explaining. 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 328 – This unit focuses on Ecological Concepts and Application. Strengths for this unit were around habitat fragmentation and parental investment. The topic of biotic factors appeared to be a challenge to many candidates. Centres should ensure they cover the full range of the topic to fully prepare candidates for assessment.

Unit 364 – This unit focuses on Business Management in the Land-Based Sector. The topic of employment legislation was a struggle with many candidates in that they misunderstood the difference between employment legislation and legislation found in the work place. Record keeping was also an area of weakness with many candidates in that they were explaining general records rather than records of basic accounts. Centres should ensure candidates are fully practised in reading exam questions to ensure they are answering what is being asked. This unit is overall an area of weakness across centres. It is vital that centres fully explain all areas of the topic to ensure candidates have a full understanding of the topic.

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 population declines in the UK and possible solutions. Many candidates were not able to leave the lower banding if they had covered both aspects of decline and solutions. Some candidates discussed species that were not indigenous to the UK. 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.

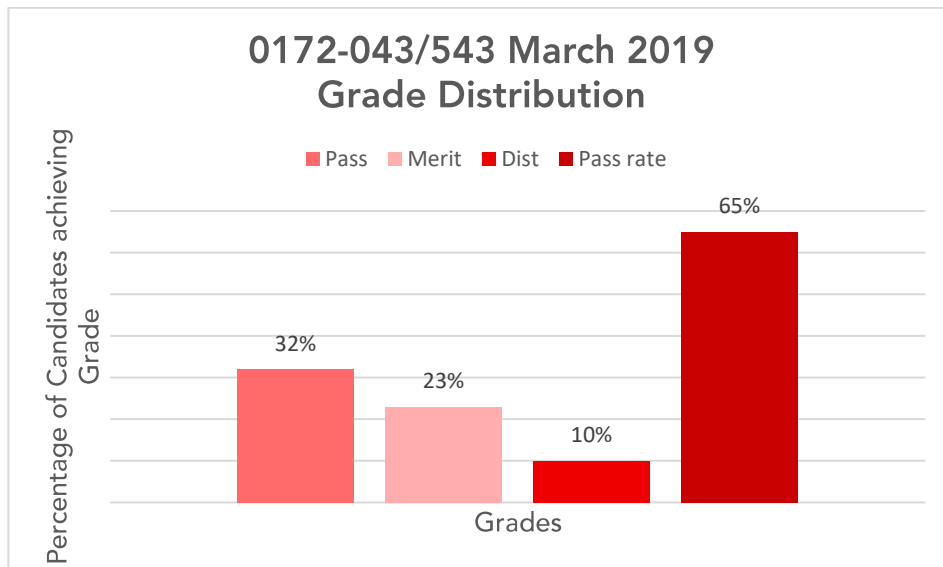# 0172-043/543 Level 3 Animal Management (Animal Management)

Grade Boundaries

Assessment: 0172-043/543
Series: March 2019 (Spring)

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

Total marks availible	60
Pass mark	28
Merit mark	35
Distinction mark	43

The graph below shows the approximate distributions of grades and pass rate for this assessment:
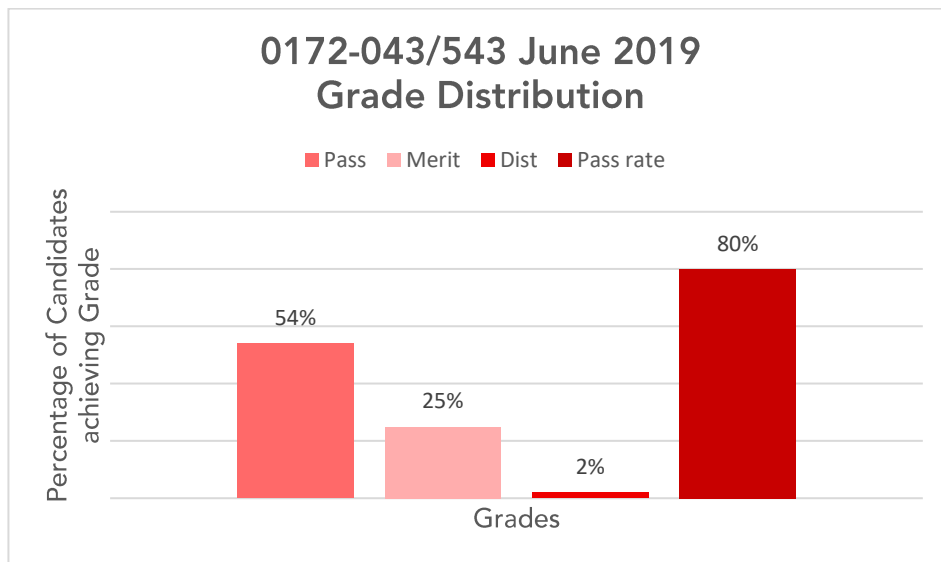
Assessment: 0172-043/543
Series: June 2019 (Summer)

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

Total marks availible	60
Pass mark	26
Merit mark	34
Distinction mark	42

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

0172-043/543 June 2019
Grade Distribution

Chief Examiner Commentary

0172-043/543 Level 3 Animal Management - Theory exam (2)

Series 1 – March 2019

The paper was fair and pitched at the correct level, with a range of questions from across the assessed content. All questions were valid and on specification.

Candidates generally did not perform as expected and it is felt this is down to poor knowledge rather than any issues with the questions. Many candidates showed breadth (AO1) but not much depth (AO2) across all topics.

The particular areas of weakness in general candidate performance relate to units:
- 315 Animal Nursing
- 364 Business Management in the Land-Based sector

For unit 315, this is specifically in relation to equality and protected characteristics with limited knowledge and understanding shown for this topic across all scripts. For unit 364, this is in relation to legal rights and responsibilities in work.

Overall, candidates showed strength in the following subject areas:
- Reasons for fluctuations in wildlife populations
- Infectious diseases
- Reasons for the use of anatomical directional terms in veterinary practice
- Animal welfare needs in relation to the Animal Welfare Act.

This spring technical terminology seemed to be an aspect that many candidates found difficult in either their understanding of the term or the use of the term, which naturally lead to incorrect or irrelevant answers. This was particularly evident in units 308 Wildlife, ecology and conservation and 327 Kennel and Cattery Management. As a result, questions 1, 3a, 3b and 4 covering speciation, convergent and divergent evolution, and r breeding strategies had a high proportion of candidates who scored poorly.

In addition, poor examination technique was also observed this year as opposed to last year. Candidates often appeared not to have read the questions before answering, which resulted in some generic answers as well as incorrect statements. For example, rather than focussing their answer on r breeding strategies in Q4, some candidates talked about the benefits of breeding strategies in general. In Q9, candidates referred to isolation in general as opposed to the features of an isolation area, which was the focus of the question.

In addition, 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.

A number of candidates did not attempt all questions in the paper.

Centres should ensure that technical terminology is utilised throughout training and 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-technicals-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.

Extended Response Question
Candidate responses to the extended response question (ERQ) were also varied with some providing detailed and well-linked responses demonstrating subject knowledge, understanding and application, and therefore breadth and depth around the proposed scenario, whereas others were not specific to the scenario given providing some breadth but limited depth. It was felt that the ERQ was a valid question pitched at the correct level.

Higher achieving candidates showed wider consideration of the topics with breadth provided alongside more detailed explanations demonstrating depth of subject knowledge and understanding. Candidates scoring lower end of marks did not refer to part(s) of the scenario proposed in the question, providing limited responses to the topic in general terms around a few key points, but not demonstrating much breadth. These candidates often did not consider the working status of the animal and instead discussed the requirement of animals in kennels in general terms, thus not demonstrating depth. These scripts were also more likely to state correct considerations, but not a full range of considerations for the scenario, and provide superficial discussion around those considerations therefore not demonstrating clear understanding and application of knowledge.

Series 2 – June 2019

Candidates showed some good exam techniques in answering recall questions, but lack the attention to detail and techniques in some of the explain questions.

There were strengths in the candidates' responses where basic recall of AO1 style questioning was being assessed with students having to state or identify answers. Marks were lost in AO2 questions where explanations or descriptions were needed to show their deeper knowledge of the more technical understanding.

The extended response questions still proved to be a struggle for candidates to access the higher marks. They need to ensure they discuss in detail the differences in husbandry requirements, not simply list and/or explain.

Unit 308 – The assessment of this unit is for candidates to identify wildlife habitats and ecosystems, considering the fluctuations in ecosystems and the reasons for these fluctuations, both natural and human influenced. Key strengths from the candidates were shown within evolution and hunting strategies, although explanations needed to be stronger in some papers. There was a lack of understanding evident in the role of BAPs in conserving UK species and this is perhaps an area that the Centres should develop on for future learners.

Unit 315 – This unit is aimed to assess the candidates' knowledge and understanding of routine patient care and procedures within veterinary practice, with focus on relevant legislation, treatment and diagnosis and roles and responsibilities of those within the practice. Strengths were linked to basic identification of symptoms, but candidates at times lacked the ability to further explain these treatments or fully list all symptoms. Knowledge of waste disposal was limited in relation to the reasons why it is disposed of correctly, again poor student exam technique meant some candidates described how to dispose of it instead of explaining why. Centres should ensure candidates are being prepared with understanding exam questions.

Unit 327 – This unit is aimed to assess the candidates understanding of the principles of kennel and cattery management, design, protocols and animal husbandry techniques that can be applied to their practical industry skills. Strong assessment was seen within the design factors and stress management of dogs in kennels, with candidates being successful at explaining why stress reduction methods would work. Application and understanding of the requirements of DEFRA authorised quarantine premises was limited, with many learners not related the content of the question to their answers, often describing quarantine within a boarding kennel.

Unit 364 – This unit aimed to assess candidates' knowledge and understanding of businesses within the land-based sector, the role and responsibilities of those employed in land-based businesses and resource requirements. There were more opportunities for candidates to show their understanding compared to the 539 paper as the business questions linked more to the veterinary industry making it relevant to their learning or what they will have seen in industry. As with previous papers, the assessment of their business knowledge remains a strong area of required improvement across the board.

Extended Response Question
The wording of the question allowed for successful coverage of all the units outlined above. The ERQ is judged in mark bands much the same as the assessment objectives within the synoptic assignment rather than basic point/score based system like the first part of the exam paper. The question focussed on discussing the differences between 2 canine case studies and their different husbandry requirements in kennels. Band one marks were more common than band three marks. Low scoring candidates did not fully understand the severity of Canine Parvovirus, its symptoms and therefore husbandry requirements. Nearly all candidates knew that a competing agility dog would have high energy needs and differing nutrient requirements. Quite often students would explain the husbandry requirements for both dogs but not make relevant links, this comes down to the Centres preparing the candidates in their comparison style of writing.
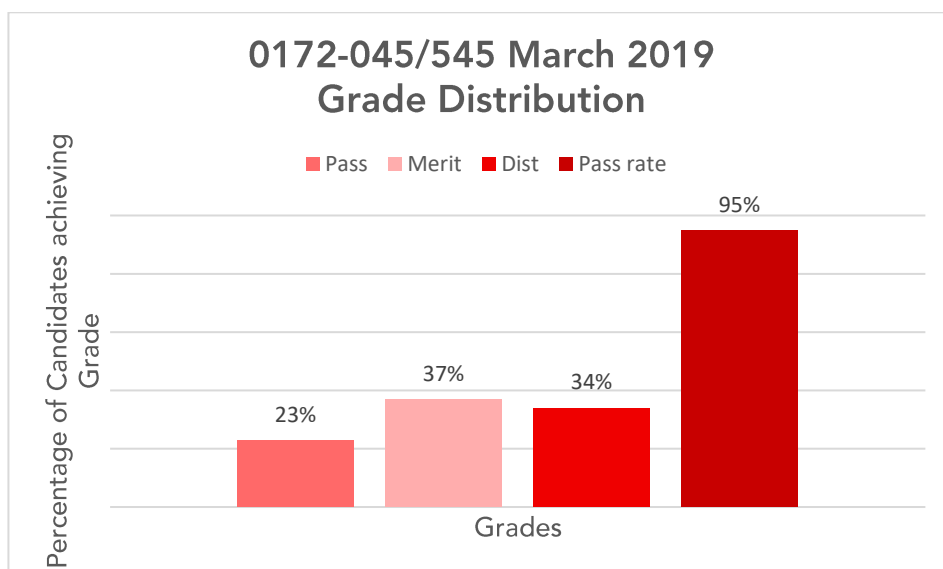
0172-045/545 Level 3 Animal Management (Science) Grade Boundaries

Assessment: 0172-045/545
Series: March 2019 (Spring)

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

Total marks availible	60
Pass mark	24
Merit mark	32
Distinction mark	41

The graph below shows the approximate distributions of grades and pass rate for this assessment:
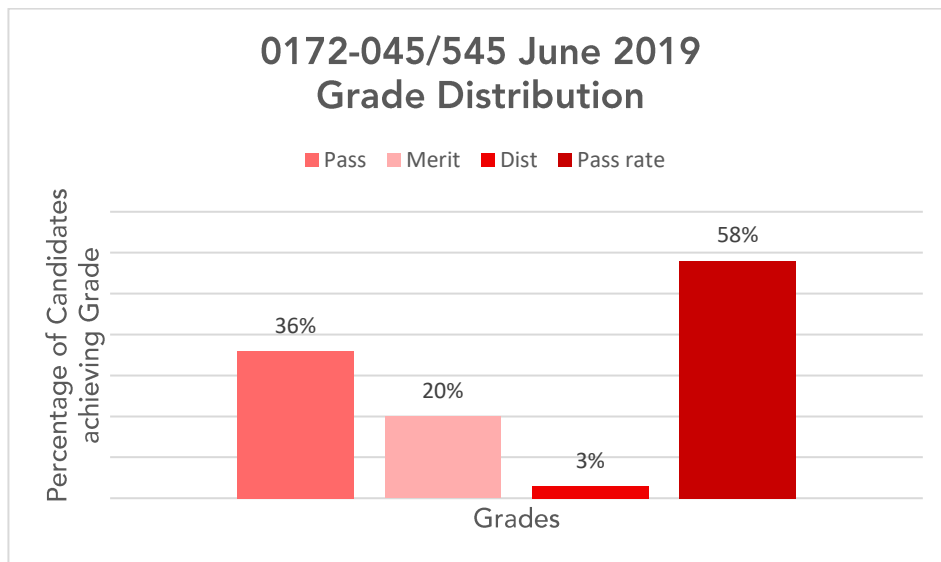
Assessment: 0172-045/545
Series: June 2019 (Summer)

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

Total marks availible	60
Pass mark	25
Merit mark	33
Distinction mark	41

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

Chief Examiner Commentary

0172-045/545 Level 3 Animal Management - Theory exam (2)

Series 1 – March 2019

The paper covered a good range of questions with varying levels of difficulty. There were opportunities to pick up marks for both AO1 and AO2 questions.

Overall, the candidates have done relatively well in the exam. Performance was stronger in the AO1 questions where recall was required, with considerable opportunities missed by some candidates through lack of knowledge around technical terms. Centres should ensure that technical terminology is utilised throughout training.

Some candidates did not perform so well in AO2 questions that required them to show the depth of knowledge and understanding, particularly in relation to the equilibrium and cytotoxic waste questions.

In general, candidates performed well on questions around cell biology and genetics most consistently for the whole cohort.

For Q10, candidates had some difficulty with the first part of the question but gained marks for the second part.

Candidates appeared to struggle more with the chemistry and equilibrium questions from the Unit 318 Fundamentals of Science, compared to the veterinary and the cell biology questions.

Candidates were able to show depth of knowledge in certain subjects much better, and perhaps showed less breadth. Depth in the veterinary questions and animal care questions were apparent, but not so apparent in the cell biology questions, where most candidates showed little depth and only basic understanding. The fundamentals questions were less well answered showing the breadth of understanding from across the qualification was missing by many candidates.

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-technicals-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.

Extended Response Question

The extended response question proved a slight problem for some student, some candidates answered it extremely well and got excellent marks, but many did poorly. Common weaknesses between those that did poorly were that candidates frequently did not include tissues within their responses, and therefore they were generally unable to access higher marks. This was not expressly asked for in the question, however it was referred to in the stem scenario. Candidates should be reminded to read the scenario taking into account all elements before attempting to answer the question. For this reason, candidates focussed entirely on the control and management measures, missing out the management of the underlying tissue problem.

Series 2 – June 2019

In general, the candidates appear to have done less well with this exam than the March series. There were opportunities to pick up marks for both AO1 and AO2 questions. Candidates appeared to struggle more with the chemistry and equilibrium questions from the Fundamentals of Science module and the cell biology questions, compared to the veterinary questions. The veterinary questions were probably answered correctly the most consistently throughout the paper.

There was often a noticeable change in the marks being awarded early on compared to those being awarded for the veterinary questions. Earlier questions were shorter and more recall based, but many candidates seemed to struggle. This points to lack of understanding or lack of revision, though these were from the more heavily science topics, whereas later questions were less scientific fact-based and more understanding of the reasoning behind a process or topic. Candidates appeared to have a good understanding of the pros and cons of social media.

Candidates were able to show depth of knowledge in certain subjects much better, and showed less breadth. Depth in the veterinary questions were apparent, but not so apparent in the cell biology questions, but very few candidates received the full allocation. The fundamentals questions were less well answered, and showed the breadth of understanding from across the qualification was missing by many candidates.

Extended Response Question
The wording of the question allowed for successful coverage of all the units outlined above. The ERQ is judged in mark bands much the same as the assessment objectives within the synoptic assignment rather than basic point/score based system like the first part of the exam paper.

The extended response question proved a problem for many candidates, though some candidates answered it extremely well and accessed the higher marks, many did poorly. Again, this shows the question worked to differentiate those students with a fuller more well-rounded understanding of the subject as a whole. Common weaknesses between those that did poorly were that candidates frequently did not include either an explanation of the condition arthritis or the principles of good experimental design, and therefore they were generally unable to access higher marks. Where candidates did mention both it was often only briefly, or perhaps only one was explored in depth, leaving the other only explained briefly, again, leaving the candidate unable to access the second band. Candidates had a tendency to focus entirely on the principles of good experimental design out of the two. Many got good experimental design mixed up with the steps of a scientific method, which lead them down a wrong path that left the question unanswered, or incorrectly answered.

Synoptic Assignments – Year 1

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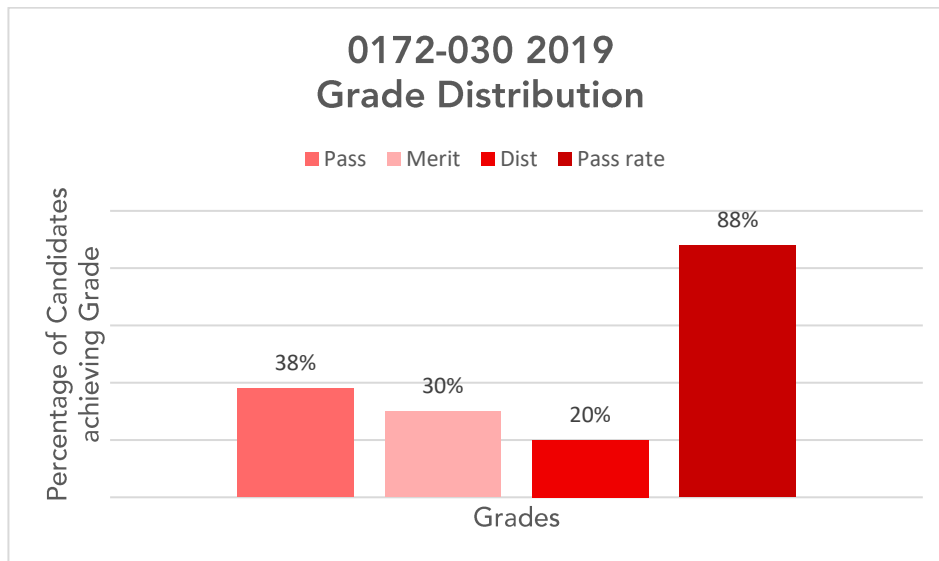
Grade Boundaries

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

Assessment: 0172-030
Series: 2019

Total marks availible	60
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.

Synoptic Assignments – Year 2

0172-038 – Level 3 Animal Management – Synoptic Assignment (2)
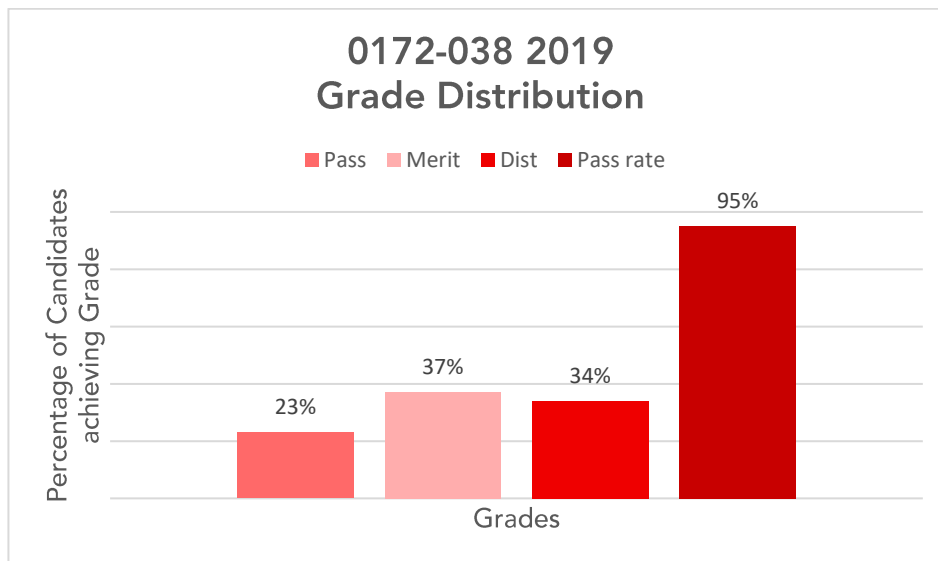
Grade Boundaries

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

Assessment: 0172-038
Series: 2019

Total marks availible	60
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 five tasks in total covering a range of topics such as Exotic Animal Health and Husbandry, Customer Care and Retail Merchandising and Estate Skills.

The first task involves candidates proposing a plan on sourcing exotic animals. Many candidates were able to discuss ethical sourcing in detail and provide a justified response, however there were some candidates that simply discussed acquiring and transporting the new animal without discussing the sourcing. 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.

All candidates were able to propose a husbandry 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.

The task around the marketing plan showed a very mixed ability of candidates. Some candidates went into great detail and produced a marketing plan with full justifications for their strategies. Other candidates simply discussed how they would market or advertise in minimal detail demonstrating a lack of understanding of the unit content. 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.

The final task of estate skills was again a mixed performing task. Some candidates were able to complete the task but not always fully explaining the reason for their actions or for their equipment choice. Some centres captured that candidates had not practised estate skills well and that candidates were completing actions for the first time. It is vital that candidates become practiced and competent in the use of tools and equipment to enable them to deal with whatever task is set to them in the brief. Estate skills seems to be an area that requires improvement across many centres.

0172-040 Level 3 Animal Management – Synoptic Assignment (2)
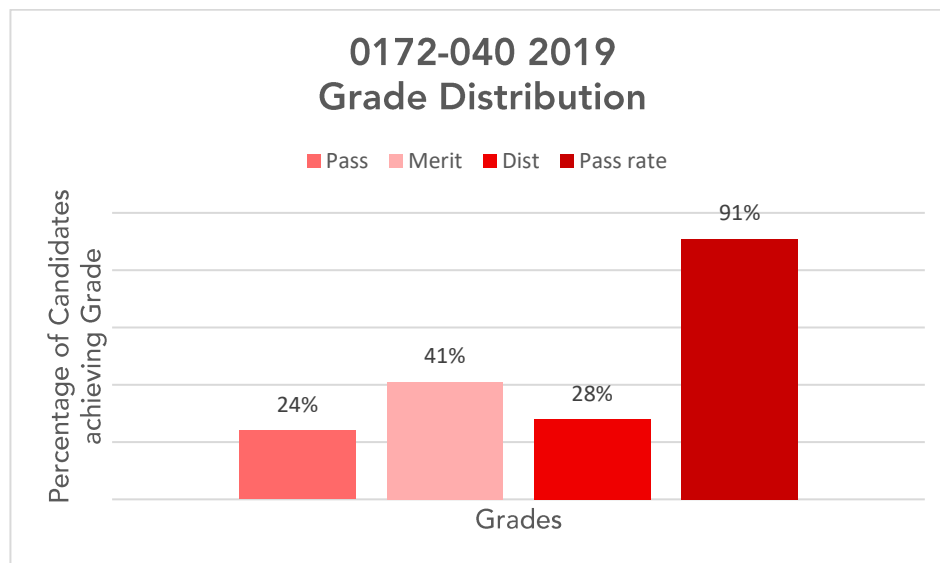
Grade Boundaries

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

Assessment: 0172-040
Series: 2019

Total marks availible	60
Pass mark	25
Merit mark	33
Distinction mark	42

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

Principal Moderator Commentary

There were five tasks in total covering a range of topics such as Wildlife and Ecology Conservation, Farm Livestock Husbandry and welfare and Estate Skills.

The first three tasks involve candidates proposing an ecological habitat survey using quadrats, carrying out the survey and then producing a report analysing the results of the survey. Some candidates were particularly detailed in their plan and then followed this through to their survey and then produced an in-depth analysis and related their findings to the brief and the introduction of cattle. Some candidates did not relate any of the tasks to the brief and tackled them individually. 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 in a synoptic manner.

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 the introduction of cattle to the park was well attempted by most candidates. Some candidates were listing the husbandry needs but failing to give a further in-depth justification. Other candidates did not cover all the content listed in the task. 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.

The final task of estate skills was again a mixed performing task. Some candidates were able to complete the task but not always fully explaining the reason for their actions or for their equipment choice. Some centres captured that candidates had not practised estate skills well and that candidates were completing actions for the first time. It is vital that candidates become practiced and competent in the use of tools and equipment to enable them to deal with whatever task is set to them in the brief. Estate skills seems to be an area that requires improvement across many centres.

0172-042 Level 3 Animal Management – Synoptic Assignment (2)
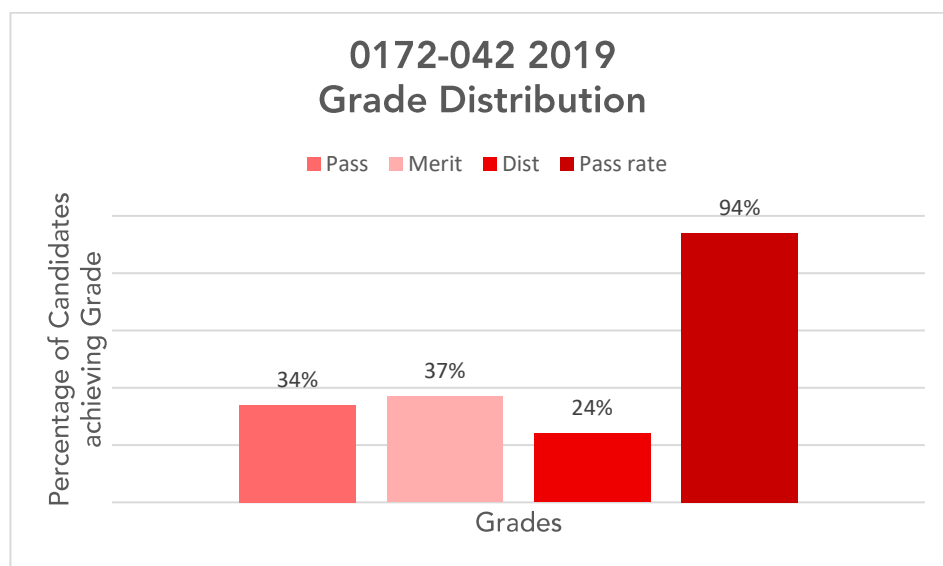
Grade Boundaries

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

Assessment: 0172-040
Series: 2019

Total marks availible	60
Pass mark	24
Merit mark	33
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 Wildlife and Ecology Conservation, Estate Skills, Pet Store Design and Animal Nursing.

The first 3 tasks involve candidates proposing an ecological habitat survey on a pond (or other suitable body of water), carrying out the survey and then producing a report analysing the results of the survey. Some candidates were particularly detailed in their plan and then followed this through to their survey and then produced an in-depth analysis and related their findings to the brief and the impact of building a new pet store. Some candidates did not relate any of the tasks to the brief and tackled them individually. 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 in a synoptic manner.

The task of estate skills was again a mixed performing task. Some candidates were able to complete the task but not always fully explaining the reason for their actions or for their equipment choice. Some centres captured that candidates had not practised estate skills well and that candidates were completing actions for the first time. It is vital that candidates become practiced and competent in the use of tools and equipment to enable them to deal with whatever task is set to them in the brief. Estate skills seems to be an area that requires improvement across many centres.

The task of producing a Pet store design plan, including a veterinary practice, 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.

The final task of handling and restraining an injured animal was generally performed well by candidates. Many centres again did not fully capture 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. Some centres were observed performing this task during the centre visits and it was noted that candidates would simply do the task without giving the verbal commentary or without being questioned by assessors. Centres can use questioning to capture evidence as long as the questioning is not leading or prompting candidates and as long as no other candidates are advantaged or disadvantaged during the questioning process.

0172-044 Level 3 Animal Management – Synoptic Assignment (2)
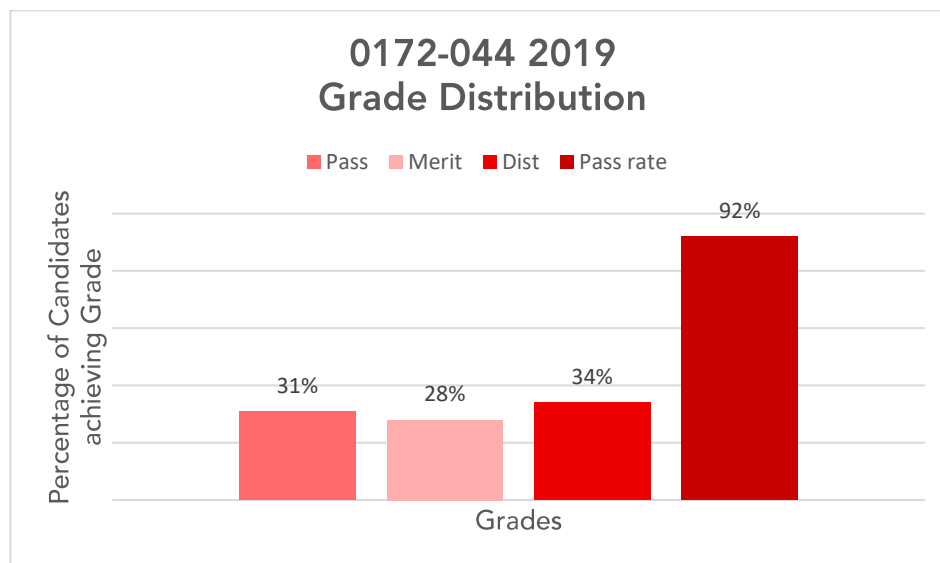
Grade Boundaries

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

Assessment: 0172-044
Series: 2019

Total marks availible	60
Pass mark	25
Merit mark	33
Distinction mark	41

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 Fundamentals of Science, Biochemistry and Microbiology, and Animal Nursing.

All candidates were able to propose a plan for their scientific investigation with regard to temperature effect on enzymes. 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 final task of producing a guidance document for a veterinary trainee was answered in great detail by particular centres. Some centres candidates answered this task by only covering part of the listed content in the task. Centres should train candidates to answer all elements of questions to allow candidates the maximum opportunity to gain marks. Centres should also ensure that the full unit content is delivered to enable candidates to have the maximum resource.