0172-31 Level 3 Advanced Technical Certificate in Animal Management (540)

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:

- 0172-031/531 – Level 3 Advanced Technical Extended Diploma in Animal Management (Theory exam)
  - March 2019
  - June 2019

- 0172-030 – Level 3 Advanced Technical Extended Diploma in Animal Management (Synoptic Assignment)

Qualification Grade Distribution

The grade distribution for this qualification is shown below:

0172-31 2019
Grade Distribution
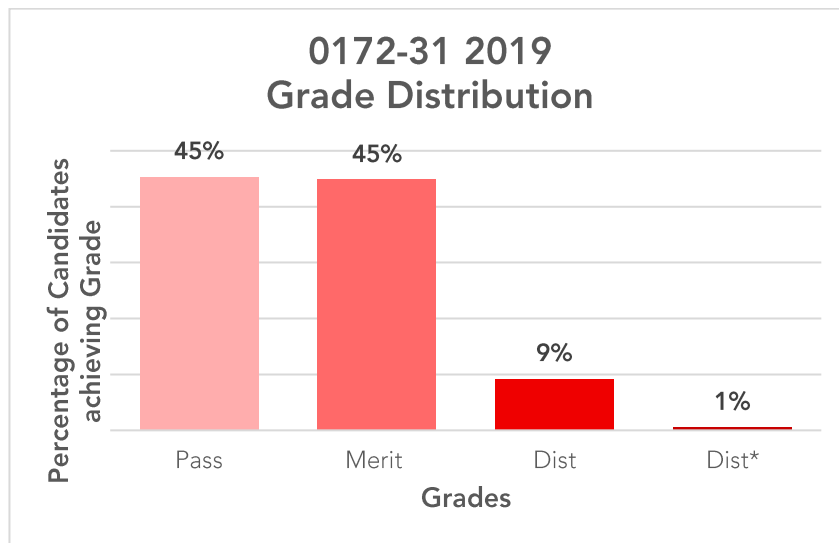
Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

Theory Exam

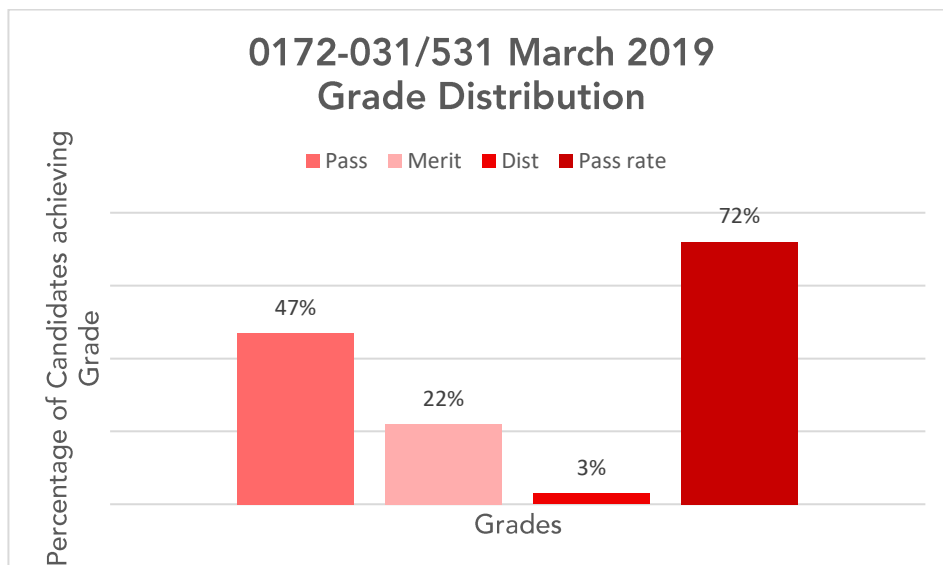## 0172-031/531 – Animal Management

Grade Boundaries

Assessment: 0172-031/531
Series: March 2019

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
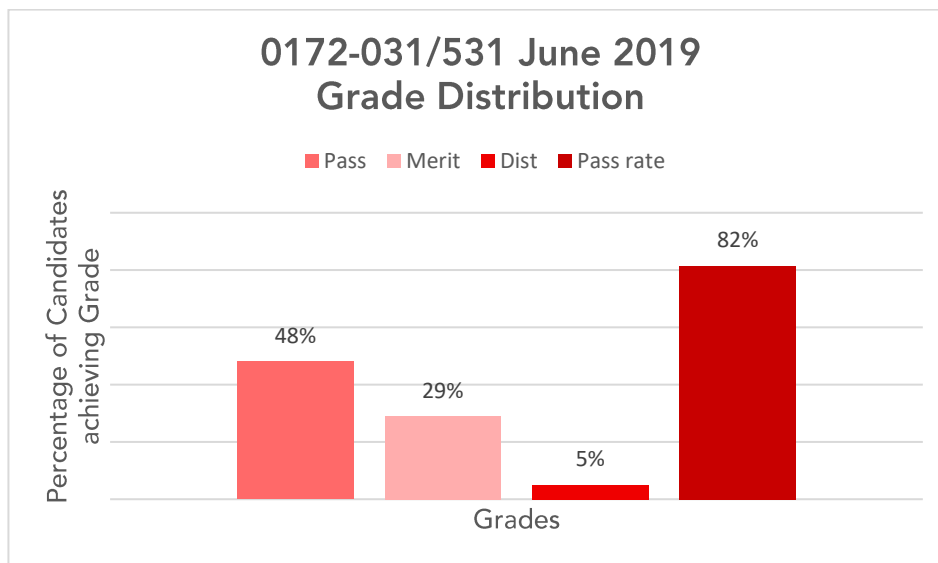Series: June 2019

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:

0172-031/531 June 2019
Grade Distribution

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 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 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 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.

Synoptic Assignment
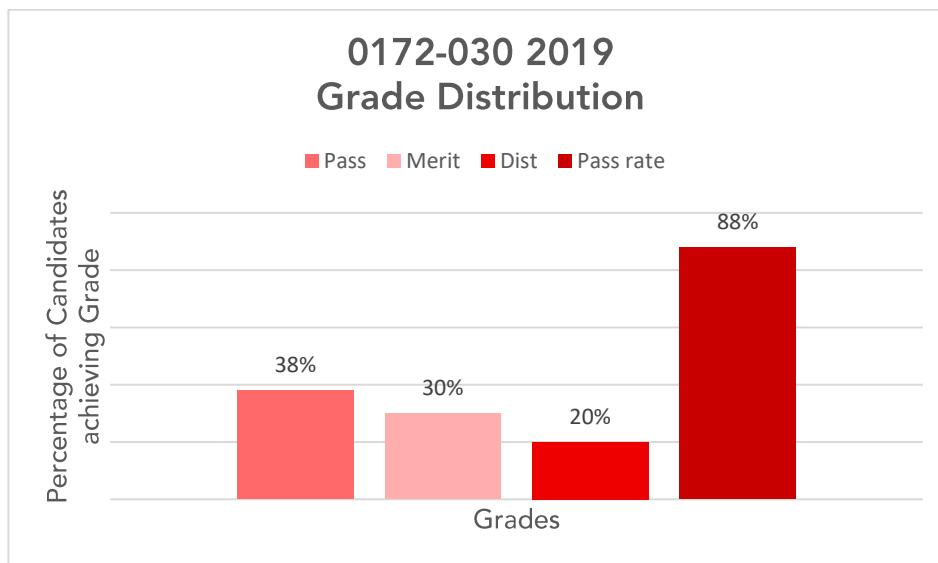
0172-030 – Animal Management

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

The synoptic assignment was pitched at the correct level and difficulty to allow differentiation between low and high performing candidates. It is felt that the assignment is comparable to last year although what the candidate has to do is more succinct and the candidate is only permitted specified notes for the task rather than it being an open book as previous years.

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 actually 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 permit 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.