

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

## **Pathways:**

**0172-030/031/531 Animal  
Management**

**0172-036/037/537 Animal  
Management and Science**

**0172-034/035/535 Zoos and  
Wildlife**

**2022**

**Qualification Report**

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# Foreword

## Results August 2022

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

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

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

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

## Spring examination series 2022

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

# Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

## Year 1

- Animal Management and Science
  - 0172-031/531 Level 3 Technicals in Animal Management – Theory exam (1)
    - March 2022 (Spring)
    - June 2022 (Summer)
  - 0172-030 Level 3 Technicals in Animal Management – Synoptic Assignment
- Zoos and Wildlife
  - 0172-031/531 Level 3 Technicals in Animal Management – Theory exam (1)
    - March 2022 (Spring)
    - June 2022 (Summer)
  - 0172-030 Level 3 Technicals Animal Management – Synoptic Assignment

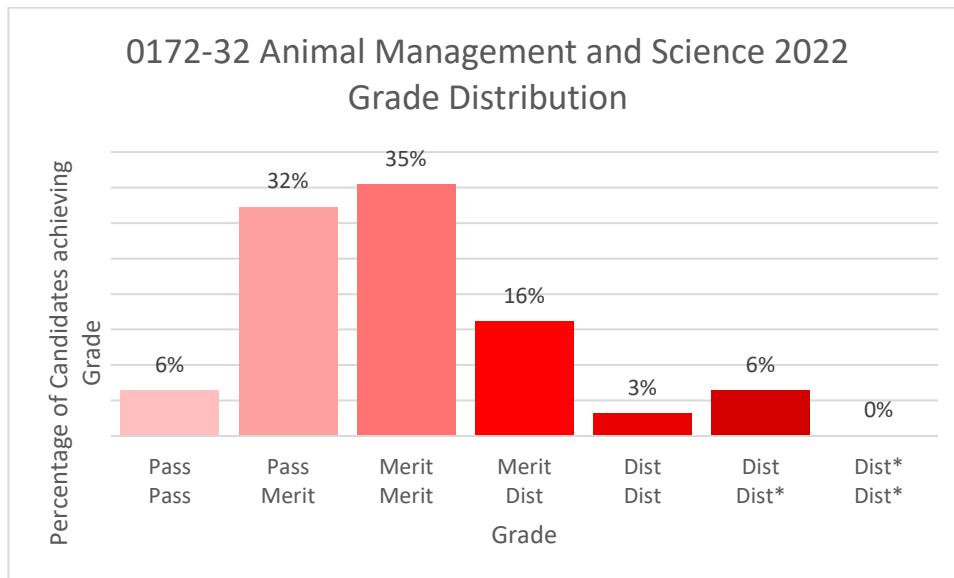
## Year 2

- Animal Management and Science
  - 0172-037/537 Level 3 Technicals in Animal Management (Animal Management and Science) – Theory exam (2)
    - March 2022 (Spring)
    - June 2022 (Summer)
  - 0172-036 Level 3 Advanced Technical Extended Diploma in Animal Management (Animal Management and Science) – Synoptic Assignment (2)
- Zoos and Wildlife
  - 0172-035/535 Level 3 Technicals in Animal Management (Zoos and Wildlife) – Theory exam (2)
    - March 2022 (Spring)
    - June 2022 (Summer)
  - 0172-034 Level 3 Advanced Technical Extended Diploma in Animal Management (Zoos and Wildlife) – Synoptic Assignment (2)

# Qualification Grade Distribution

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

The grade distribution for this qualification is shown below:

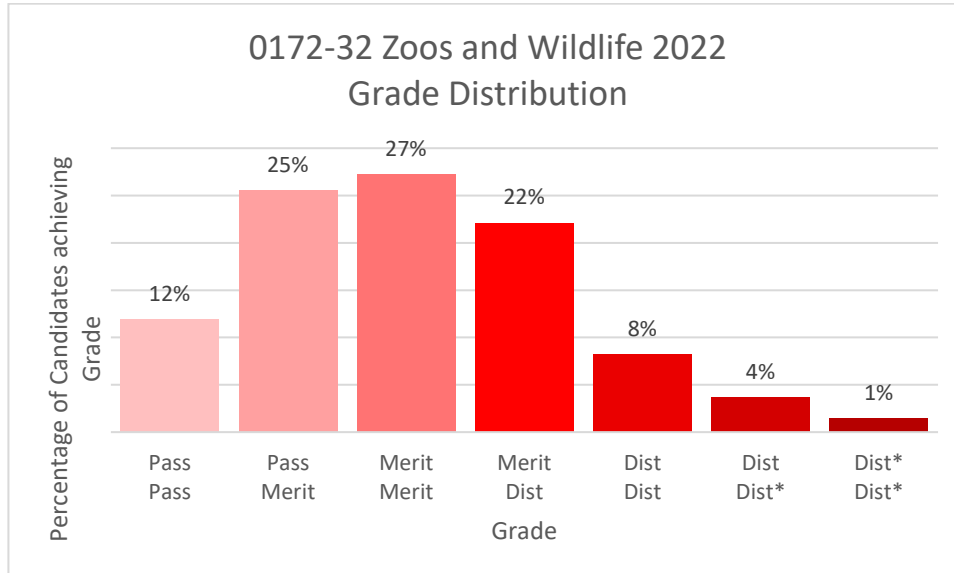


The data is based on the distribution as of 17 August 2022.

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.

## 0172-32 Level 3 Advanced Technical Extended Diploma in Animal Management (720) – Zoos and Wildlife

The grade distribution for this qualification is shown below:



The data is based on the distribution as of 17 August 2022.

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

## 0172-32 Level 3 Advanced Technical Extended Diploma in Animal Management (720) – Animal Management and Science / Zoos and Wildlife

### Grade Boundaries

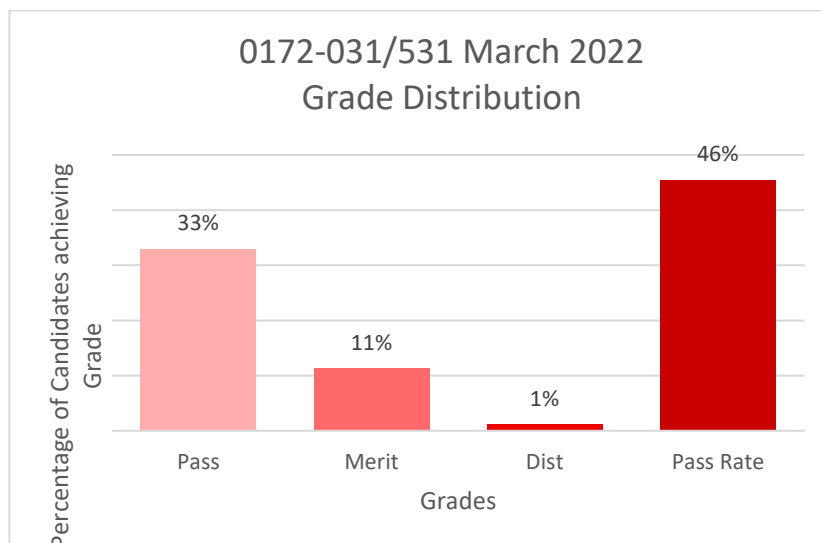
Assessment: 0172-031/531  
Series: March 2022 (Spring)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	35
Distinction mark	45

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

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



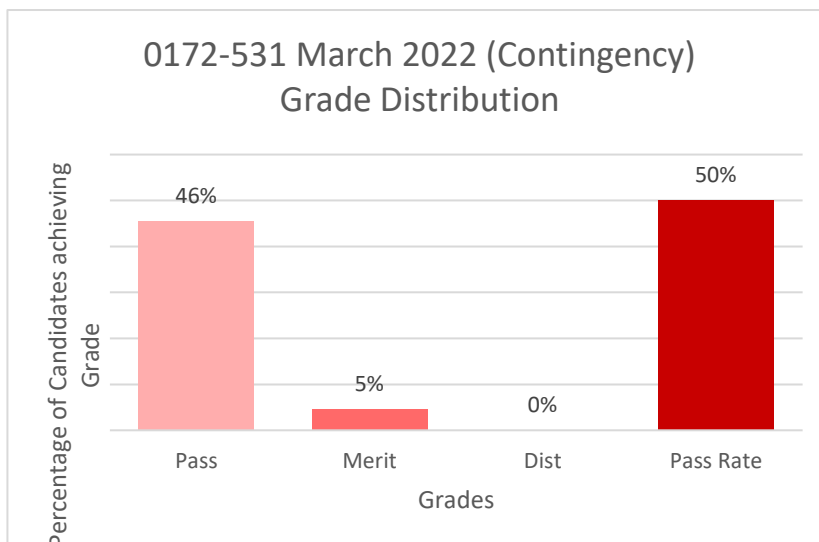
Assessment: 0172-031/531 (Contingency)  
Series: March 2022 (Spring)

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

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	35
Distinction mark	45

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

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



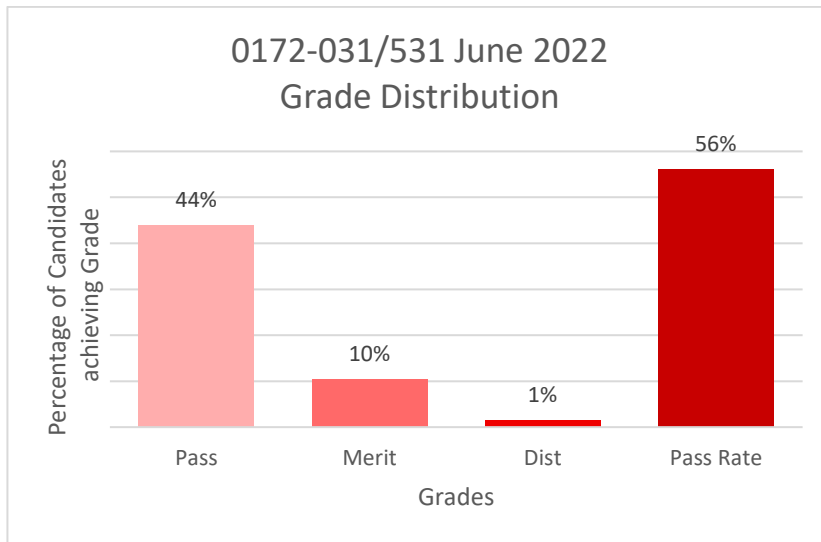


Assessment: 0172-031/531  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	30
Distinction mark	39

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



# Chief Examiner Commentary

## 0172-031/531 Level 3 Technicals in Animal Management - Theory exam

### Series 1 – March 2022

Candidate performance in this series was lower than seen in previous exam series, with an average mark of **23.6** compared to **30.2** in March 2020. While candidates generally showed good recall in the some of the key areas, most topics showed inconsistent knowledge and understanding across all candidates. The lack of exam technique, particularly in the questions that require reasoning, cause and/or justifications, was particularly evident. There was also a general trend of inaccuracy when using or understanding technical terminology.

Candidates demonstrated relatively good recall in **Unit 303 Animal Health and Husbandry** in topics such as procedures when determining the health of an animal or actions to be taken in non-routine animal health situations. Candidates were also able to demonstrate recall in **Unit 304 Animal Feeding and Nutrition** when considering appropriate feeding methods for a specific animal species. **Unit 305 Animal Behaviour and Communication** showed some good answers for questions relating to territorial behaviour in animals, what contributes to the development of behaviour, and rearing strategies.

It is noted that candidates lacked knowledge in some of the key topics. Many did not focus on meeting the requirements of the AO2 questions by providing statements rather than explanations, and without expanding their answers to show depth of knowledge and understanding. As mentioned, this was not only observed in the lower but also in some of the higher scoring candidate groups.

Specific questions from the following topics showed particularly low performance across AO1 and AO2 questions for the paper-based version of the exam sat by most of the cohort.

- **Recognise indicators of health in animals** with 60% of candidates receiving 0 marks
- **Understand common diseases and disorders, their treatment and prevention** with 84% of candidates scoring between 0-1 marks with only 1.8% achieving full marks
- **How to deliver a range of basic routine and non-routine animal treatments safely in line with codes of practice and legislation** showing 74% of candidates scoring between 1-2 marks with only 3.1% scoring full marks
- **Common diseases and disorders in animals and their impact on health and welfare** with 57.3% scoring 0 marks
- **Dietary requirements for different life stages and conditions, and how these influence the development of a feeding plan** showing 74% candidates scoring 0-1 mark with only 4.2% achieving full marks
- **Design a feeding plan** 5.6% of candidates achieved full marks.

### Extended Response Question (ERQ)

The extended response question provided an opportunity for candidates to demonstrate their knowledge and understanding of the housing and care considerations when accommodating multiple animals of the same species. Most candidates were able to give a range of considerations and clear discussion around the topic. Lower performing candidates were seen to focus on either the five-animal welfare needs or provide statements without an attempt to explain. Higher performing candidates were able to provide a wide range of considerations around the multiple animals' care and housing needs, clear discussion was often seen on the impact of separating said animals in addition to holistic considerations with valid examples. However, the lack of sufficient justification was evident with very few candidates scoring high marks.

Candidate achievement for the ERQ across the three bands was as follows.

**Band 1:** 39% accessed marks within this band

**Band 2:** 52% accessed marks within this band

**Band 3:** 9% accessed marks within this band.

Centres are advised to help candidates develop their use and understanding of technical terminology across the qualification.

Candidates are also strongly advised to practice examination techniques when preparing for this exam to fully understand the requirements of the question before attempting to answer, particularly those that require candidates to demonstrate reasoning. Explain questions require candidates to demonstrate reasons and justifications to support the statements or cause and effect.

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

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

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

**Past papers and marking schemes:** Documents – Level 3 – Assessment materials – Past Papers tabs

**Exam guide:** Documents – Level 3 – Assessment materials

## Series 1 – March 2022 (Contingency paper)

This exam was sat by a cohort of 22 candidates. They performed in a similar way to the cohort taking the main March 2022 exam, with the mean mark of 25.1. Inconsistent knowledge and understanding, and use of technical terminology, with the lack of good exam technique, were the main characteristics of this cohort.

Where candidates showed good recall, it was in some of the key areas, specifically around impacts of animal health and, to some extent, animal behaviour.

Specific questions from the following topics showed particularly low performance across AO1 and AO2 questions.

- **Digestion and absorption of the major nutrients within the animal's body** with 72% of candidates scoring 0 marks
- **Design feeding plan** with 60% of candidates achieving 0 marks

### Extended Response Question (ERQ)

The extended response question provided an opportunity for candidates to demonstrate their knowledge and understanding of the welfare considerations for a group of primates in a zoo. The majority of candidates were within band 1, showing a lack of breadth and depth of knowledge. Only a few candidates were able to achieve marks in band 2. Most candidates focused on one aspect of the topic in more detail or provided statements without an attempt at explanation. Some well-planned answers were observed but these were not matched with valid points and sufficient justifications.

Candidate achievement for the ERQ across the three bands was as follows.

**Band 1:** 92% accessed marks within this band

**Band 2:** 8% accessed marks within this band

**Band 3:** 0% accessed marks within this band.

## Series 2 – June 2022

Candidates' performance was similar to March 2022, although slightly weaker. Candidate performance in this series showed an average mark of 21.46 compared to March 2022 at 23.6 and March 2020 at 30.2.

While candidates generally showed good recall in the some of the key areas, most topics showed inconsistent knowledge and understanding across all candidates.

It was noted that there was a lack of exam technique, especially in AO2 questions where candidates were required to provide cause and effect, many focussing only on causes without expanding their answers to show depth of knowledge and understanding. This was not only observed in the lower but also, surprisingly, in some of the higher scoring candidate groups. Candidates seemed to offer statements or lists of facts instead, therefore not giving sufficient explanations to demonstrate understanding. There was also a general trend of inaccuracy when using or understanding technical terminology.

The extended response question (ERQ) proved difficult for many candidates, with large numbers of candidates offering simplistic explanations with some attempting to provide explanations for the statements they provided. Often the considerations provided were not linked to the ERQ scenario and answers given were more so based on general animal welfare.

**Unit 303** – This unit focuses on Animal Health and Husbandry. Strengths for this unit were seen in animal first aid, although candidates did miss out on marks in this question due to a lack of exam technique. Candidates were stronger in application of diagnostic tests with, although 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 food provision and the consideration of diet based on disease. Candidates showed a misunderstanding of the function of nutrients and the digestive process. 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 behavioural traits. Candidates performed well in one question where they were asked to provide signs of visual communication in a given species. Centres should ensure that candidates have an opportunity to grasp the key development behaviours and behavioural observations of typical and atypical behaviour.

### **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 considerations when rehoming animals. Many candidates provided simplistic explanations not necessarily linked to the given scenario, often providing lists with little to no attempt to explain their stated considerations. Some candidates were able to provide explanations which showed some understanding allowing them to access higher marks. Where candidates did not achieve the higher band marks, they did not provide sufficient justifications for their considerations.

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.

Candidate achievement for the ERQ across the three bands was as follows.

Candidates that achieved zero marks: 1.1%

Band 1: 44.9% accessed marks within this band

Band 2: 48.5% accessed marks within this band

Band 3: 5.5% accessed marks within this band.

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

# Theory Exams – Year 2

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

### Grade Boundaries

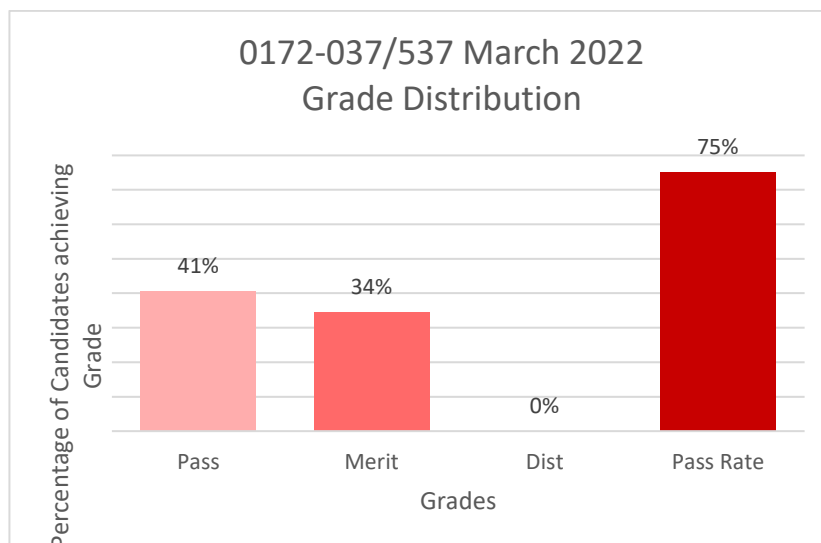
Assessment: 0172-037/537  
Series: March 2022 (Spring)

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

<b>Total marks available</b>	<b>40</b>
Pass mark	18
Merit mark	23
Distinction mark	29

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

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

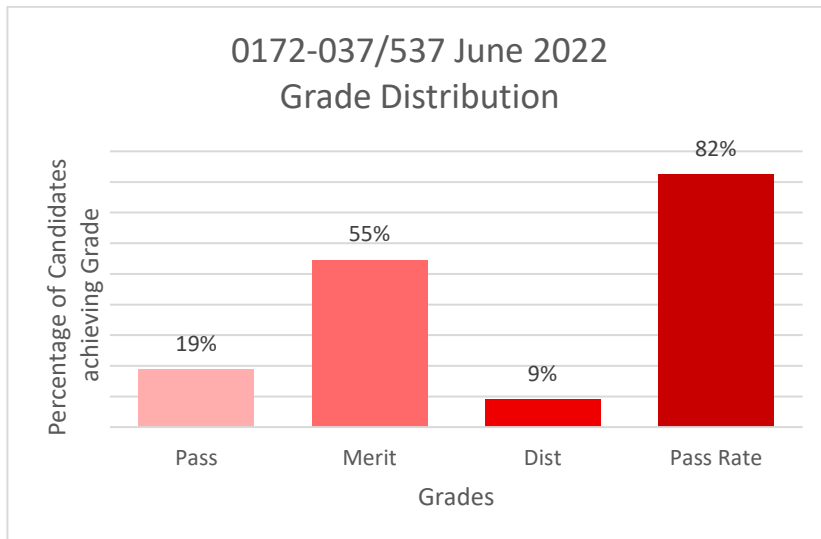


Assessment: 0172-037/537  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>40</b>
Pass mark	17
Merit mark	22
Distinction mark	28

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





# Chief Examiner Commentary

## 0172-037/537 Level 3 Technicals in Animal Management (Animal Management and Science - Theory exam)

### Series 1 – March 2022

Candidates' performance in this series was varied. While candidates showed good recall in the key topics there was also evidence of inconsistent exam technique, specifically in AO2 questions. Many candidates were often unable to access additional or higher marks through demonstrating understanding.

Candidates' strengths were evident in topics relating to pet store management, specifically around designing a pet store, the importance of marketing for a pet store and ethics of sourcing livestock. Candidates showed good awareness of disabled needs, which is also a key consideration of pet store design. Good answers were also seen in the topics relating to kennel and cattery management, mostly around breed characteristics and animal behaviour in a kennel or cattery. Overall, candidates' performance was stronger in the questions where recall was required.

Candidates' weaker areas related to kennel design and legislative requirements. In addition, the lack of good exam technique caused candidates to lose out on marks in this exam. Candidates generally failed to expand their answers for AO2 questions, often not providing detail that shows the depth of their knowledge and understanding, which lead to achieving only partial marks. This was also evident in the questions that utilised technical terminology where candidates generally showed inconsistent knowledge and/or understanding, even in the high scoring group.

### Extended Response Question (ERQ)

The extended response question provided an opportunity for candidates to demonstrate their knowledge and understanding of the impact disease takes upon animals and nearby collections. Most candidates accessed band 1, having given a range of considerations with superficial explanations around the statements provided. Where candidates did not achieve band 2, minimal to no technical terminology was used and there was a clear lack of discussion demonstrating knowledge and understanding. Candidates that achieved within band 2 and higher were able to provide a planned and more considered approach to the ERQ discussing relevant examples of the impact of disease with valid links and some justification.

Candidate achievement for the ERQ across the three bands was as follows.

**Band 1:** 65% accessed marks within this band

**Band 2:** 30% accessed marks within this band

**Band 3:** 5% accessed marks within this band.

Centres are advised to help candidates develop their use and understanding of technical terminology across the qualification.

Candidates are also strongly advised to practice examination techniques when preparing for this exam to fully understand the requirements of the question before attempting to answer, particularly those that require candidates to demonstrate reasoning. Explain questions require candidates to demonstrate reasons and justifications to support the statements or cause and effect.

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

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

All documents are available to download from [Technicals in Animal Care Management and Equine Care Management qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/qualifications/0172-037/537/level-3-technical-qualifications)

**Past papers and marking schemes:** Documents – Level 3 – Assessment materials – Past Papers tabs

**Exam guide:** Documents – Level 3 – Assessment materials

## **Series 2 – June 2022**

Candidates' performance in this series was varied. While candidates showed good recall in the key topics there was also evidence of inconsistent exam technique, specifically in AO2 questions. Many candidates were often unable to access additional or higher marks through demonstrating understanding.

Candidates' strengths were evident in topics relating to pet store management, specifically around designing a pet store, the importance of marketing for a pet store and ethics of sourcing livestock. Candidates showed good awareness of disabled needs, which is also a key consideration of pet store design. Good answers were also seen in the topics relating to kennel and cattery management, mostly around breed characteristics and animal behaviour in a kennel or cattery. Overall, candidates' performance was stronger in the questions where recall was required.

There was a lack of good exam technique observed which caused candidates to lose out on marks in this exam. Candidates generally failed to expand their answers for AO2 questions, often not providing detail that shows the depth of their knowledge and understanding, which lead to achieving only partial marks.

**Unit 311** - This unit focuses on Pet Store Design and Management. Questions relating to this unit were generally answered well, with candidates demonstrating a reasonable knowledge of appropriate location of animal housing and accurate care of foodstuff. One recall/AO1 question provided good differentiation for the candidates.

**Unit 327** - This unit focuses on Kennel and Cattery Management. Strengths for questions relating to this unit were seen in understanding of requirements of isolation and appropriate materials for construction. Candidates were also able to provide knowledge and understanding in a question relating to the adaptation of exercise in a specific breed type and life-stage, these questions provided good differentiation across the cohort.

### **Extended Response Question (ERQ)**

provided an opportunity for candidates to demonstrate their knowledge and understanding of the impact disease takes upon animals and nearby collections. Most candidates accessed band 1, having given a range of considerations with superficial explanations around the statements provided. Where candidates did not achieve band 2, minimal to no technical terminology was used and there was a clear lack of discussion demonstrating knowledge and understanding. Candidates that achieved within band 2 and higher were able to provide a planned and more considered approach to the ERQ discussing relevant examples of the impact of disease with valid links and some justification.

The extended response question provided an opportunity for candidates to demonstrate their knowledge and understanding of the impact of business design on profitability and animal welfare. The majority of candidates accessed band 1. There was a varied response from band 1 candidates with some giving a range of considerations with superficial explanations and others providing a limited range of considerations with little understanding. Where candidates did not achieve Band 2, minimal to no technical terminology was used and there was a clear lack of discussion showing knowledge and understanding. Candidates that achieved within the higher

end of band 2 were able to provide a more logical approach to the ERQ discussing relevant links to design and the impact on profit and/or animal welfare.

Candidate achievement for the ERQ across the three bands was as follows.

Band 1: 54.6% accessed marks within this band

Band 2: 45.5% accessed marks within this band

Band 3: 0% accessed marks within this band.

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

# 0172-32 Level 3 Advanced Technical Extended Diploma in Animal Management (720) – Zoos and Wildlife

## Grade Boundaries

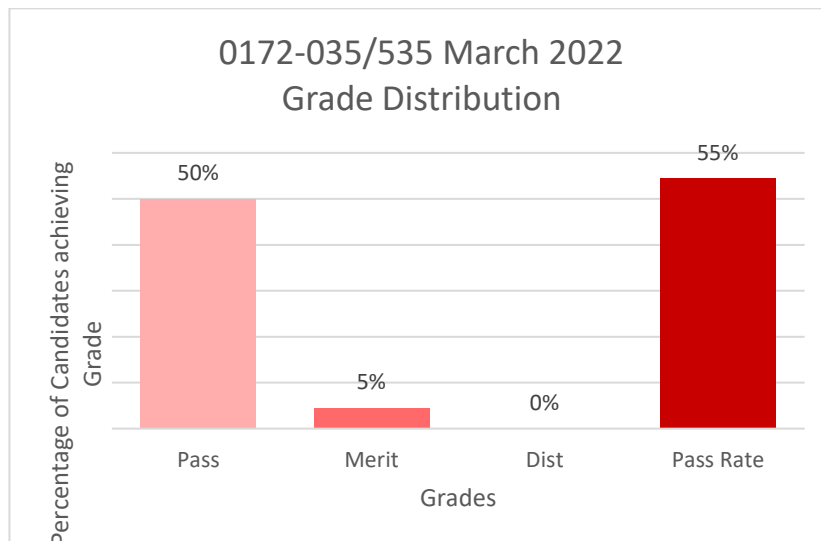
Assessment: 0172-035/535  
Series: March 2022 (Spring)

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

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

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

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

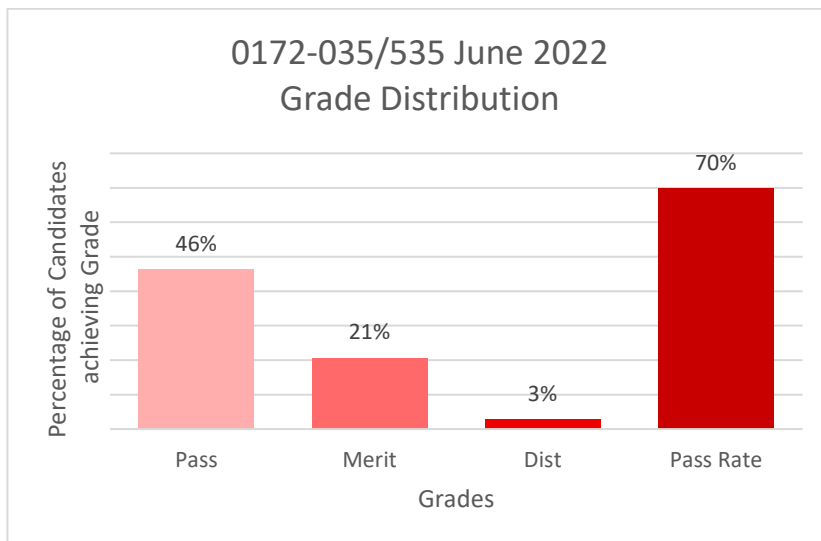


Assessment: 0172-035/535  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	30
Distinction mark	39

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



# Chief Examiner Commentary

## 0172-035/535 Level 3 Technicals in Animal Management (Zoos and Wildlife) - Theory exam

### Series 1 – March 2022

The exam entry size has increased by 33% from March 2020. Overall candidates' performance on the paper was lower than previously seen, with the average mark of 26.1 compared to 32.5 in March 2020. Higher number of candidates scored lower marks than in the previous series.

Candidates provided somewhat good levels of recall in most areas however the majority of responses did not provide the depth required to access the full range of marks available – which appeared in part due to inexperienced exam technique and lack of familiarity on how to respond to the command verb used in a question.

Candidates showed good recall on the subject of global wildlife fluctuations as part of **Unit 308 Wildlife Ecology and Conservation**. **Unit 310 Exotic Animal Health and Husbandry** provided some good answers about breeding strategies, consequences of inappropriate housing of animals and biosecurity. Candidates showed knowledge relating to dealing with emergencies as part of **Unit 316 Zoological Collections**.

Candidates lacked knowledge in some of the key topics such as legislation and technical terminology. Many also missed to meet the requirements of the AO2 questions by providing simplistic answers instead of explanations or expanding their answers to demonstrate depth of knowledge and understanding. While this is mostly applicable to the low-scoring group, it is also observed in the high-scoring group to some extent.

Specific questions from the following topics showed low performance across AO1 and AO2 questions for the paper-based version of the exam sat by most of the cohort.

- **Population dynamics** with 95% of candidates scoring 0-1 mark and only 5% scoring top marks
- **National and international conservation strategies for wildlife and their habitats** showing 85% of the cohort scoring 0-1 marks with 0% achieving full marks
- **Requirements of zoo animal husbandry** with 86% of candidates scoring 0-1 marks
- **Sourcing and legislation of exotic animal species** with 75% of candidates achieving 0-1 mark
- **The role of the modern zoo** showing 77% of the cohort scoring 0-1 marks with 2.3% achieving full marks

### Extended Response Question (ERQ)

The extended response question required candidates to discuss the benefits and implications of school encounters in a zoo setting. In general, the ERQ was answered poorly with the majority of candidates only accessing the marks in Band 1 providing superficial answers. Most candidates provided descriptive considerations with some valid examples, including safety, stress and injury to the animal and handler, along with being able to deliver hands on experience providing engagement to school groups. However, many candidates failed to discuss legislation and the impact this has on welfare. Many answers provided a lot of repetition with some just focusing on stress and injury to the animal. Higher scoring candidates were able to give linked responses to the scenario, showing thorough knowledge and understanding to animal welfare and educational benefits.

Candidate achievement for the ERQ across the three bands was as follows.

**Band 1:** 59% accessed marks within this band

**Band 2:** 38% accessed marks within this band

**Band 3:** 3% accessed marks within this band.

Centres are advised to help candidates develop their use and understanding of technical terminology across the qualification.

Candidates are also strongly advised to practice examination techniques when preparing for this exam to fully understand the requirements of the question before attempting to answer, particularly those that require candidates to demonstrate reasoning. Explain type of questions require candidates to demonstrate reasons and justifications to support the statements or cause and effect.

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

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

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

**Past papers and marking schemes:** Documents – Level 3 – Assessment materials – Past Papers tabs

**Exam guide:** Documents – Level 3 – Assessment materials

## Series 2 – June 2022

Overall candidates' performance on the paper was lower than previously seen, with the average mark of 24.02 whereas March 2022 showed a mean mark of 26.1 and March 2020 32.5.

Candidates provided somewhat good levels of recall in most areas however the majority of responses did not provide the depth required to access the full range of marks available – which appeared in part due to inexperienced exam technique and lack of familiarity on how to respond to the command verb used in a question.

Candidates showed good recall on the subject of Unit 310 Exotic Animal Health and Husbandry provided some good answers in relation to individual animal needs and licencing of dangerous animals. Candidates showed knowledge throughout the AO1 questions in Unit 316 Zoological Collections confidently answering question on requirements of quarantine, methods of identification and disadvantages of a specified barrier type. Overall candidates did not perform well in Unit 308 Wildlife Ecology and Conservation, struggling with topics such as breeding strategies and defining specified terms.

Candidates struggled with questions that contained technical terminology and also those AO2 questions which require candidates to explain their considerations, those candidates that did provide explanation often gave simplistic explanations unable to demonstrate depth of knowledge and understanding.

Extended Response Question (ERQ) The extended response question required candidates discuss how zoos can meet their requirement to undertake conservation measures. In general, the ERQ was answered simplistically with the majority of candidates only accessing the marks in Band 1. The majority of candidates focused on the animal welfare needs and providing a suitable environment for the species. A limited number discussed captive breeding programmes, in situ/ex situ conservation, conservation strategies (national/international), studbooks, EEPs and non-animal welfare legislations. Most candidates provided superficial responses with some valid examples, including animal husbandry, welfare and the role of the modern zoo. Many answers contained repetition focusing primarily on the welfare needs. Higher scoring candidates were able to give linked responses to conservation, demonstrating thorough knowledge and understanding to captive breeding programmes and how the modern zoo supports the conservation of a named species. Candidates that achieved Band 3 were able to provide a wide range of considerations linked to the scenario with good explanations supported with some justifications. Overall, the ERQ responses demonstrated limited depth, as in previous series, focusing on the welfare needs and not applying these to the scenario.

Candidate achievement for the ERQ across the three bands was as follows.

Candidates that achieved zero marks: 5.7%

Band 1: 75.4% accessed marks within this band

Band 2: 18.6% accessed marks within this band

Band 3: 0.4% accessed marks within this band.

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



# Synoptic Assignments – Year 1

## 0172-32 Level 3 Advanced Technical Extended Diploma in Animal Management (720) – Animal Management and Science / Zoos and Wildlife

### Grade Boundaries

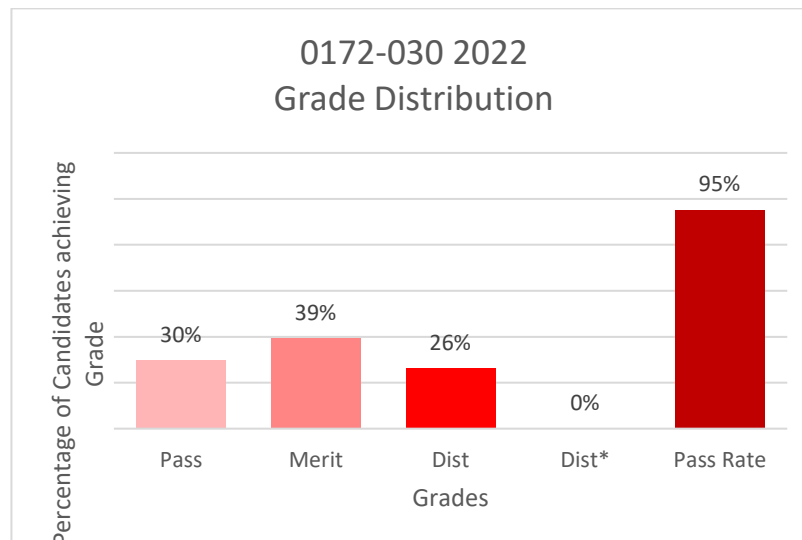
Below identifies the final grade boundaries for this assessment:

Assessment: 0172-030

Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	30
Distinction mark	40

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



## Principal Moderator Commentary

There were four tasks in total covering a range of topics such as Animal Welfare, Animal husbandry, and Animal Behaviour.

The task around the effectiveness of the RSPCA appeared to be challenging to many candidates as they would often make generic statements, such as 'the RSPCA rescues and rehabilitates wildlife but not stating how effective they are at this. Many candidates simply presented a factual poster on the organisation rather than the effectiveness of the organisation.

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

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. Some candidates had clearly observed the animal when they were either resting or hiding (out of sight). The assignment brief clearly states that centres should give candidates every opportunity to capture a range of behaviours at the time of observation.

The final task of evaluating welfare based on the behavioural findings and the effectiveness of the plan was mostly descriptive by candidates with many candidates simply repeating what they did in their plan. Generally, only the high performing candidates offered a true evaluation.

# Synoptic Assignments – Year 2

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

### Grade Boundaries

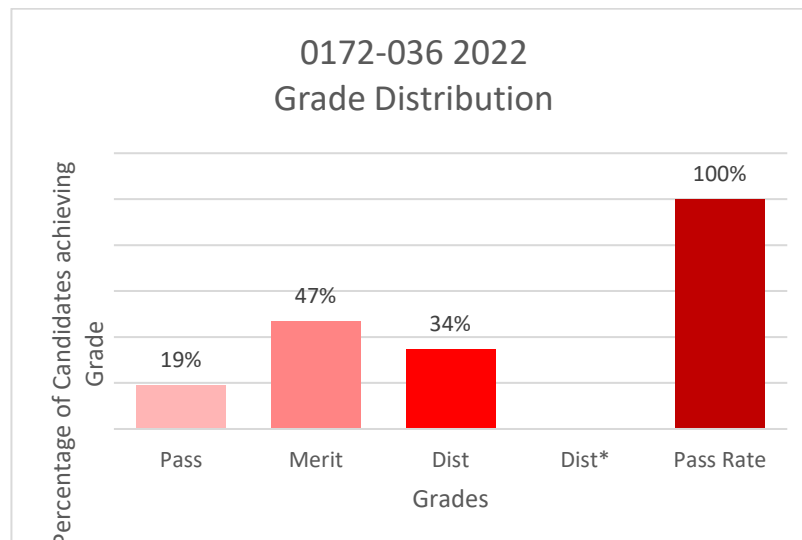
Below identifies the final grade boundaries for this assessment:

Assessment: 0172-036

Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	30
Distinction mark	40

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



## Principal Moderator Commentary

There were two tasks in total covering a range of topics such as using a light microscope, tissue types and functions and cattery management as well as settling in procedures and client care as well as animal welfare.

The first task involves candidates identifying tissue types using a light microscope and describing characteristics of the various tissues. Candidates also had to discuss how the tissue supports normal growth and organ function in order to maintain animal health. Most candidates were able to identify the various types however many candidates were not fully explaining the characteristics or able to relate the type to organ function in a manner required at this level. 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 second task of admitting a cat using a candidate designed admittance form was again a mixed performing task. Some candidates had devised detailed admittance forms and then were confidently able to complete the task admitting the cat and carrying out settling in procedures. On many Practical Observation forms candidates were identified as not always fully explaining the reason for their actions or for their equipment choice. Some centres described candidates as skills not practised and that some candidates were lacking confidence. 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.

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

# 0172-32 Level 3 Advanced Technical Extended Diploma in Animal Management (720) – Zoos and Wildlife

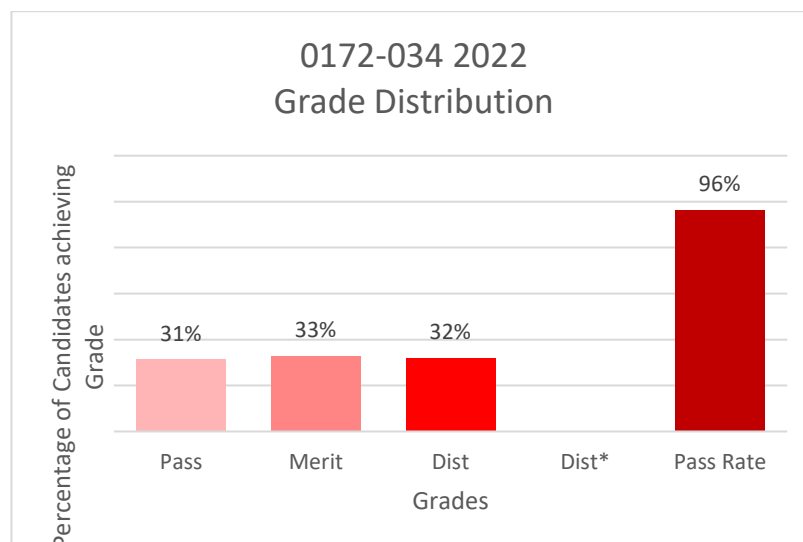
## Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 0172-034  
Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	22
Merit mark	31
Distinction mark	40

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



## Principal Moderator Commentary

There were three tasks in total covering a range of topics such as exotic enclosure design, natural habitats of animals and handling and restraint techniques.

The first task involves candidates proposing a plan designing an enclosure for exotic animals including how the animal will be ethically sourced. Many candidates were able to discuss the needs of the animal in detail and provide a justified response, however there were some candidates that simply discussed accommodating the animal without discussing how this linked to the natural environment. Many candidates discussed ethical sourcing in some detail but some candidates offered a wider range of sources and could clearly discuss each one in detail. Centres should ensure that candidates have covered all of the unit content in sufficient detail to allow them to utilise their knowledge and experience effectively to cover all sub-topics within the topic.

The task second task required candidates to prepare the accommodation according to their plan, incorporating natural habitat features and also to verbally explain the how to prepare a typical daily diet. Some candidates were not fully able to prepare the accommodation as they had planned due to their plan having extravagant resources. Centres were instructed that if any resources identified by the candidate were not available, suitable alternatives should be identified. This was not highlighted in many cases. 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 described candidates as skills not practised and that some 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.

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