

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

Pathway:

**Animal Management
(038/039/539-Zoos), (040/041/541-
Wildlife), (042/043/543-Animal
Management), (044/045/545-
Science)**

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

- Pathway 1/2/3/4
 - 0172-031/531 Level 3 Technicals in Animal Management – Theory exam (1)
 - March 2022 (Spring)
 - June 2022 (Summer)
 - 0172-030 Level 3 Animal Management – Synoptic Assignment (1)

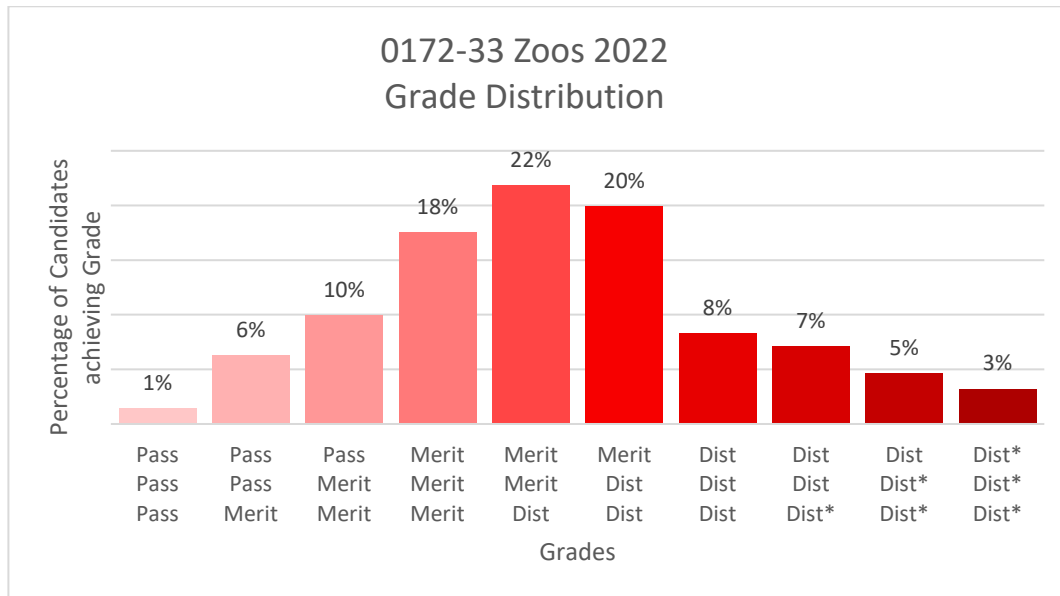
Year 2

- Pathway 1 – Level 3 Advanced Technical Extended Diploma in Animal Management (Zoos)
 - 0172-039/539 Level 3 Animal Management – Theory Exam (2)
 - March 2022 (Spring)
 - June 2022 (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 2022 (Spring)
 - June 2022 (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 2022 (Spring)
 - June 2022 (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 2022 (Spring)
 - June 2022 (Summer)
 - 0172-044 Animal Management – Synoptic Assignment (2)

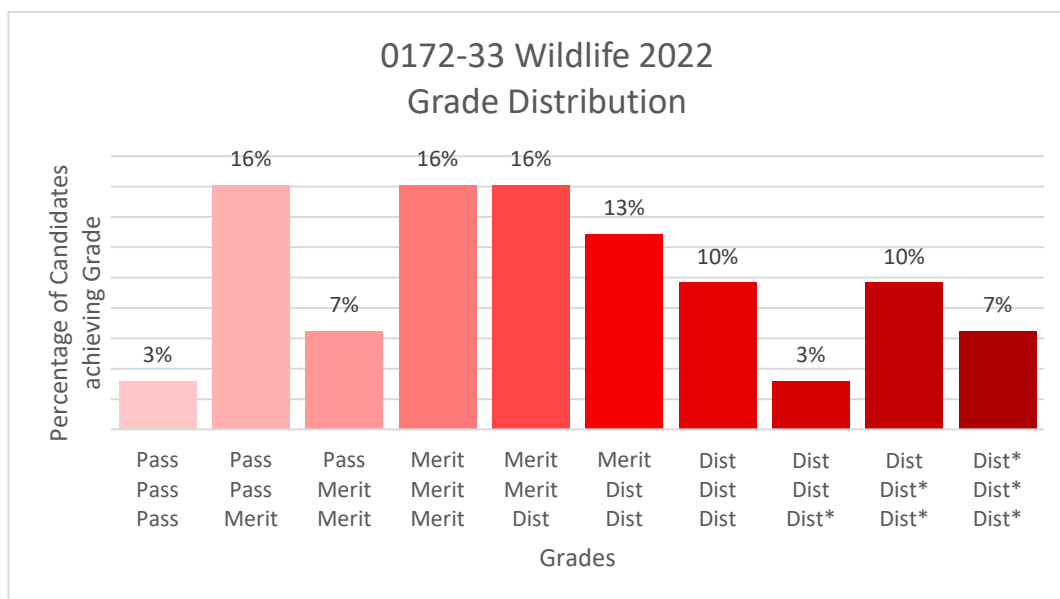
Qualification Grade Distribution

Level 3 Advanced Technical Extended Diploma in Animal Management (Zoos)

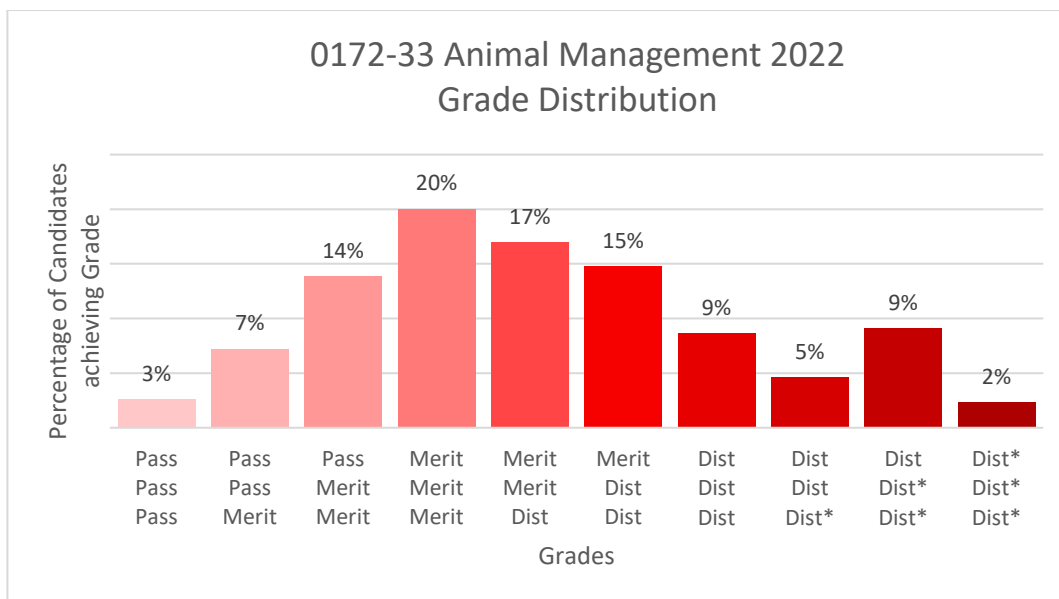
The grade distribution for this qualification is shown below:



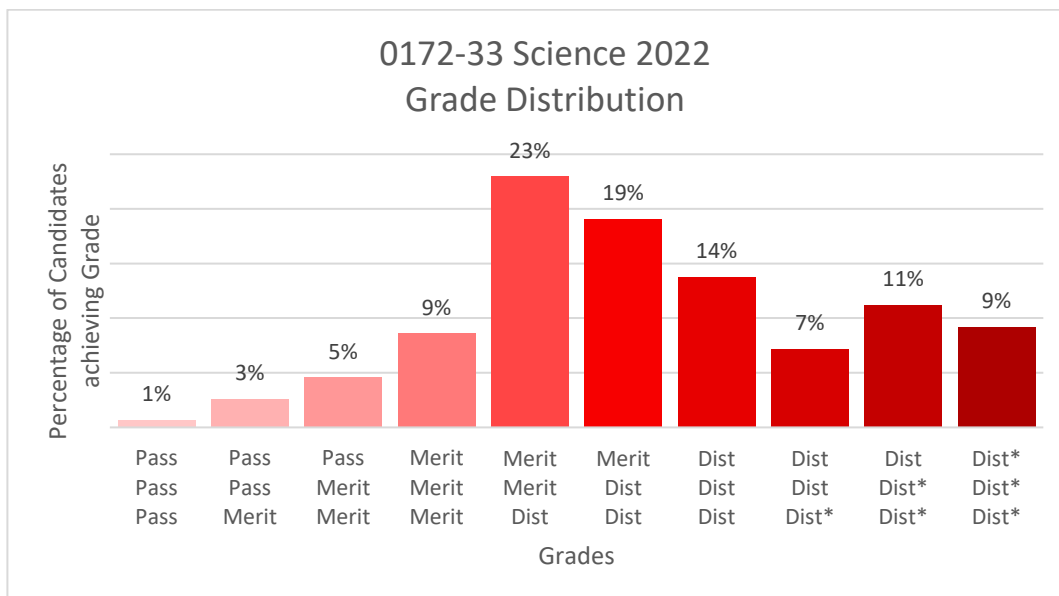
Level 3 Advanced Technical Extended Diploma in Animal Management (Wildlife)



Level 3 Advanced Technical Extended Diploma in Animal Management (Animal Management)



Level 3 Advanced Technical Extended Diploma in Animal Management (Science)



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 Exam – Year 1

0172-031/531 Level 3 Technical in Animal Management Grade Boundaries

Grade Boundaries

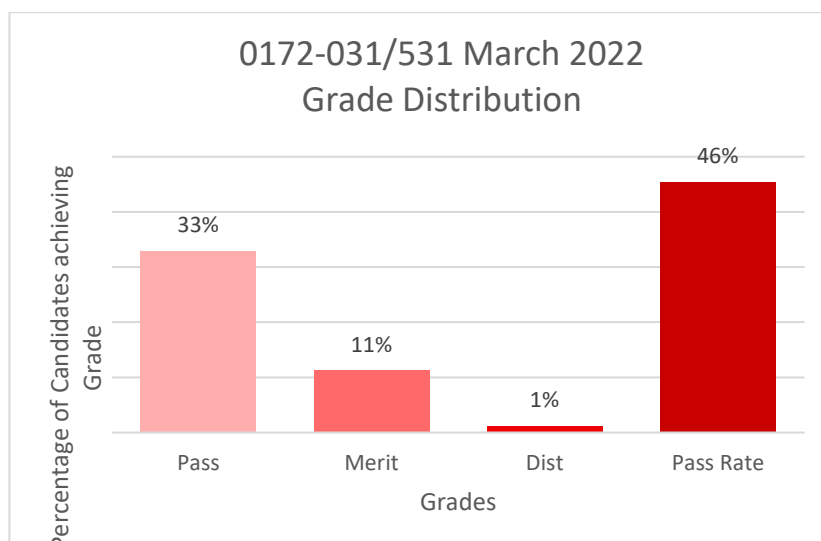
Assessment: 0172-031/531
Series: March 2022 (Spring)

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

Total marks available	60
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:



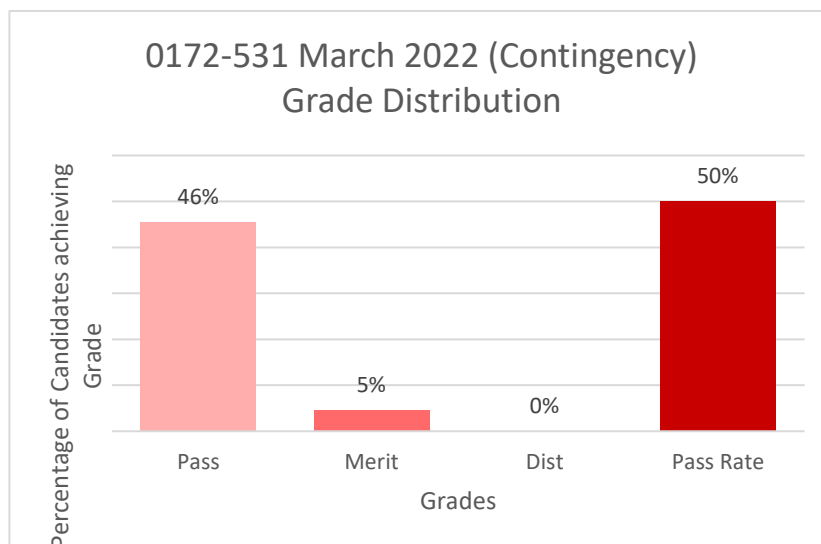
Assessment: 0172-031/531
Series: March 2022 (Contingency)

The grade boundaries for this assessment **are the same as the March 2022 exam:**

Total marks available	60
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.

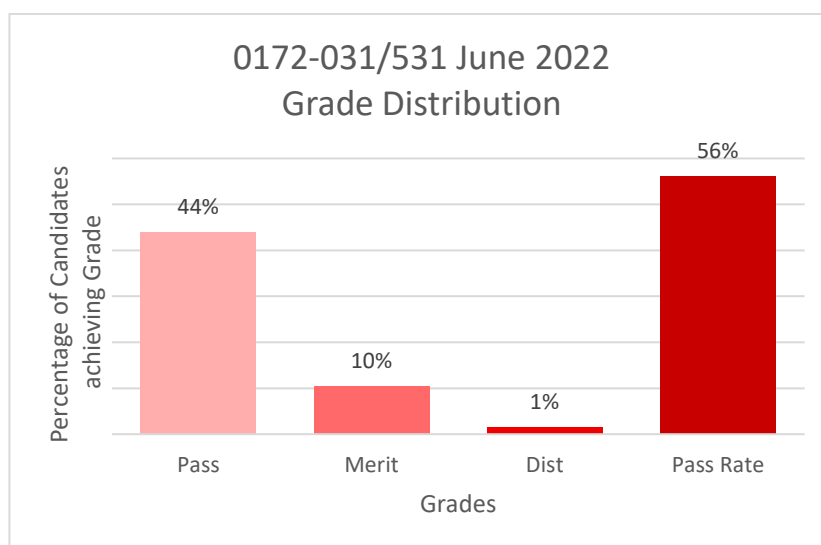
The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:



Below identifies the final grade boundaries for this assessment:

Total marks available	60
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 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.

Series 1 – March 2022 (Contingency)

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

0172-039/539 Level 3 Advanced Technical Extended Diploma in Animal Management (Zoos)

Grade Boundaries

Assessment: 0172-039/539

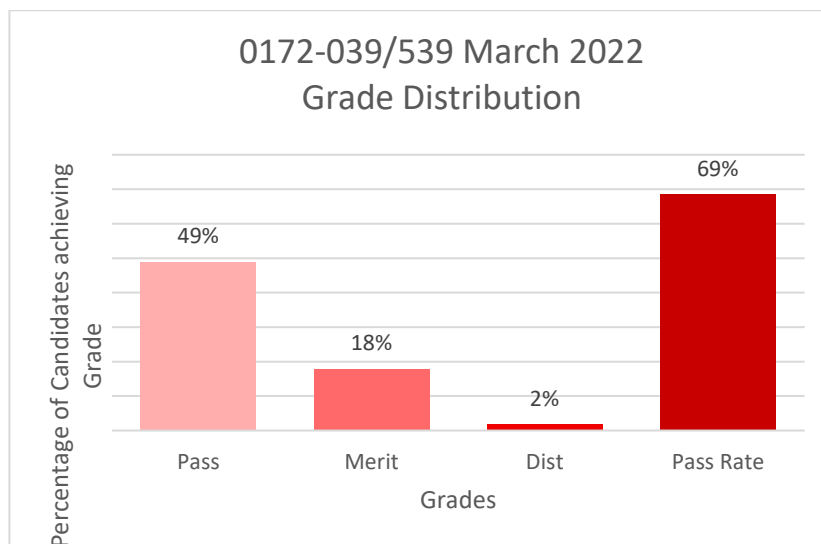
Series: March 2022 (Spring)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

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:

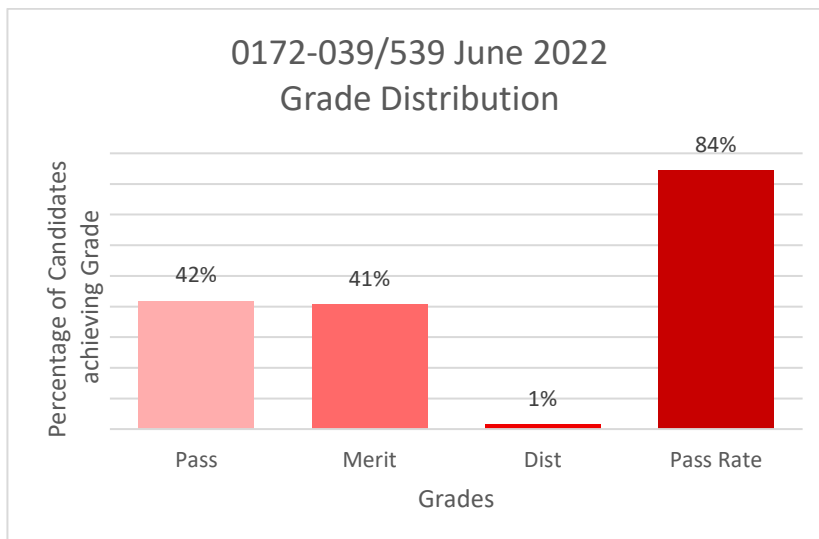


Assessment: 0172-039/539
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

Total marks available	60
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

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

Series 1 – March 2022

Candidate performance in this series was lower than that seen in previous series with an average mark for the March 2022 series of **26.2** compared to **32.4** in March 2020.

While candidates generally showed good recall in the key areas, some inconsistencies in knowledge and understanding were also been noted. Candidates did not show the expected level of exam technique, particularly in the questions that require reasoning, cause and/or justifications, which was noted across all levels of achievement. Technical terminology was still inaccurately used and understood by many candidates.

Candidates demonstrated good recall in **Unit 313 Aquatics Husbandry and Welfare** in relation to the suitability of locations for an aquarium, and ethics of sourcing aquatic livestock. **Unit 314 Avian Health and Husbandry** saw candidate strength in the knowledge related to avian health. **Unit 364 Business Management in Land-based Sector** showed some good answers in relation to influences of business markets, and financial records.

It was noted that candidates lacked sufficient knowledge in some of the key topics. Many did not focus on meeting the requirements of the AO2 questions and provided statements rather than more fuller explanations, and without expanding their answers to show depth of knowledge and understanding.

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.

- **Understand commonly kept fish species and aspects of their biology** with 72% of the cohort scoring 0-1 mark with only 5.8% achieving all 4 marks
- **Analyse foods and feeding techniques for aquatic species** with 79% of candidates scoring 0 -1 mark, with only 6% achieving all 3 marks available
- **Understand the requirements of zoo animal husbandry** with 80% of candidates scoring 0 marks

Extended Response Question (ERQ)

The extended response question provided an opportunity for candidates to demonstrate their knowledge and understanding of the sourcing and conservation considerations for a specific animal type within the zoo environment. Most candidates accessed Band 1, with answers often focused solely on husbandry and lacking conservation or sourcing explanations. Breadth with some depth was often seen when candidates discussed sourcing. Candidates were able to state relevant legislation but often lacked application. Technical terminology was seen to be applied inconsistently throughout the scripts. Where candidates did not achieve band 2, minimal to no technical terminology was used and there was a clear lack of discussion showing breadth of knowledge and understanding. Candidates that achieved band 2 and higher were able to provide a planned approach to the ERQ, discussing relevant conservation plans with valid links and some justification.

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

Band 1: 80% accessing marks in this band

Band 2: 18% accessing marks in this band

Band 3: 2% accessing marks in 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.

Series 2 – June 2022

Candidate performance in this series showed an average mean mark of 28.56 which is stronger than that of March 2022 at 26.2. Both series in 2022 perform lower than that of in March 2020 at 32.4.

Candidates generally performed well in questions relating to zoological management and aquatics and general welfare. Candidates require further support is in anatomy and business management.

While candidates generally showed good recall in the key areas, some inconsistencies in knowledge and understanding were also been noted. Candidates did not show the expected level of exam technique, particularly in the questions that require reasoning, cause and/or justifications, which was noted across all levels of achievement. Technical terminology was still inaccurately used and misunderstood by many candidates.

Candidate responses to some of the questions indicated weaknesses in both examination technique and subject area knowledge. 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.

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 habitats and filtering systems. There was, however, a lack of understanding of the impact of law following the release of non-native fish in England and Wales.

Unit 314 - This unit focuses on Avian Health and Husbandry. Strengths for questions relating to this unit were seen in provision of enrichment for 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. Candidates lost marks in this section mainly due lack of anatomical knowledge and understanding.

Unit 316 - This unit focuses on Zoological Collections. Overall, candidates performed very well on questions relating to this topic; knowledge and understanding of reasons for training zoo animals and actions to take following an escape were strong in this series, these questions provided good differentiation across the candidates. An area of weakness was demonstrated in providing advantages of automatic feeders.

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 a businesses customer base.

Extended response question

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 provided an opportunity for candidates to demonstrate their knowledge and understanding of conservation strategies, specifically in relation to captive breeding programmes. The majority of candidates accessed band 1, with answers often focused on the overall care of the species. Fair breadth with some depth was seen when candidates made links to breeding programmes. Technical terminology was seen to be applied inconsistently throughout the ERQs. Where candidates did not achieve band 2, minimal to no technical terminology was used and there was a clear lack of discussion showing breadth of knowledge and understanding. Candidates that achieved within band 2 and higher were able to provide a more planned approach to the ERQ, discussing relevant breeding programme considerations with valid links and some justification.

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.

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

Candidates at zero marks: 2.1%

Band 1: 50.7% accessed marks within this band

Band 2: 43.7% accessed marks within this band

Band 3: 3.6% 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.

0172-041/541 Level 3 Advanced Technical Extended Diploma in Animal Management (Wildlife)

Grade Boundaries

Assessment: **0172-041/541**

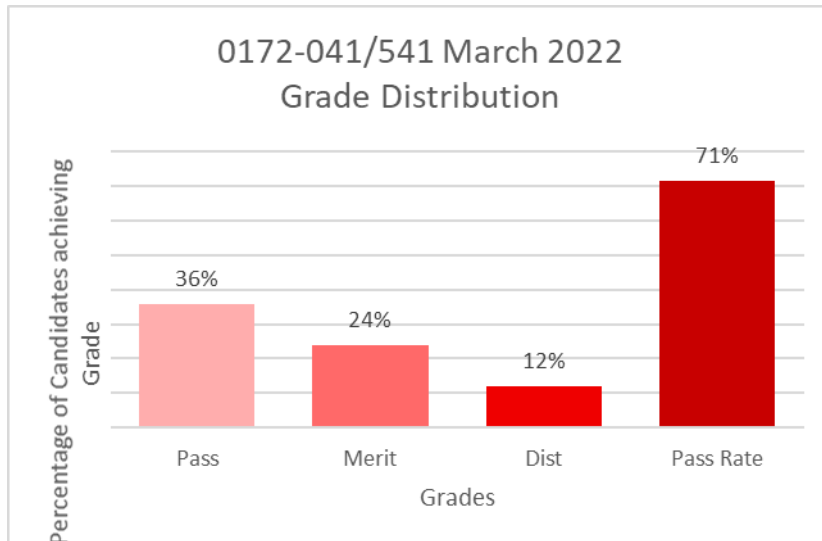
Series: **March 2022**

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

Total marks available	60
Pass mark	25
Merit mark	34
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:

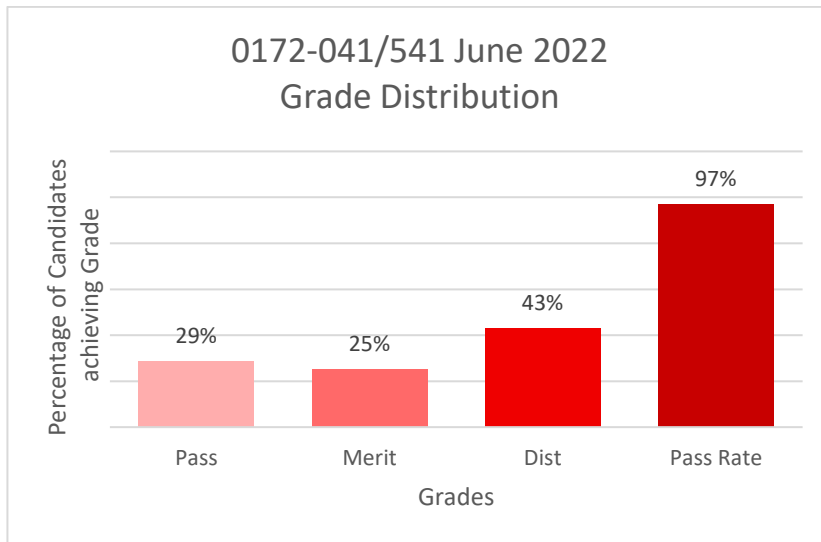


Assessment: 0172-041/41
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

Total marks available	60
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:



Chief Examiner Commentary

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

Series 1 - March 2022

The assessment is comparable with the previous series in relation to range, suitability, and level. Candidate performance is similar to the previous series, however there is a visible lack of good exam technique in March 2022.

Candidates performed well in questions relating to evolution, wildlife casualties and legislation. Candidates were able to identify legislation that protects employees from a named characteristic or legislation relevant to a specified type of conservation. High performing candidates were generally able to access full marks for the questions on evolution. Performance was overall better on AO1 questions compared to those requiring candidates to explain, ie demonstrate depth and breadth of their knowledge and understanding, although some candidates were able to achieve full marks for certain AO2 questions (eg impact of human visitors in relation to a specific animal environment).

Areas of weakness included questions containing technical terminology where candidates did not demonstrate the required application or understanding, however the higher performing candidates were able to access some marks. Another area that proved challenging to candidates was related to the influence of economy on the business market. Most candidates provided statements without the ability to expand their answers into the explanation to gain full marks. Many candidates referenced a national organisation for conservation of wildlife when asked for an international one. Candidates are advised to read the questions carefully to avoid losing out on marks in this way.

Extended Response Question (ERQ)

The extended response question provided an opportunity for candidates to demonstrate their knowledge and understanding of the considerations of ecological factors for reintroduction purposes. 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 showing knowledge and understanding. Candidates that achieved within band 2 and higher were able to provide a more logical approach to the ERQ discussing relevant examples of the impact on different ecological factors.

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

Band 1: 62% accessed marks within this band

Band 2: 35% 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 questions require candidates to demonstrate reasons and justifications to support the statements or cause and effect.

Series 2 – June 2022

Candidate performance is similar to the previous series, however there is a visible lack of good exam technique in June and March 2022.

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. Centres should emphasise on the importance of technical terminology and the correct exam technique.

The extended response question (ERQ) proved difficult for many candidates, with large numbers of candidates providing few pre-release considerations with simplistic explanations. Only a small number of candidates sat this paper and it was disappointing to many missed opportunities to explain and justify considerations.

Unit 308 – This unit focuses on Wildlife Ecology and Conservation. Strengths for this unit were around defence strategies and conservation organisations. Some candidates lost marks regarding conservation organisations due to a lack of exam technique. 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 threats to wildlife. Opportunities were missed around ethical implication of wildlife rescue and designing a population management plan with many candidates providing initial considerations but not explaining their reasoning. 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 in AO1 questions being able to recall knowledge in the influences on population fragmentation and population dynamics. There was a lack of exam technique shown with some candidates missing opportunities to gain marks by not providing explanations. 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. Candidates were somewhat successful at defining business types but struggled to gain marks in the question relating to business performance. 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 considerations that should be made prior to release following rehabilitation. Many candidates were not able to leave the lower banding due to a lack of breadth and/or depth in the considerations provided. Centres should ensure they train candidates to discuss a holistic approach applying different aspects of any given scenario to allow the candidate to gain higher marks. Candidates should answer the question offering the breadth and depth, explaining 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.

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

Band 1: 40.9% accessed marks within this band

Band 2: 45.4% accessed marks within this band
Band 3: 13.6% 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-technicals-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.

0172-043/543 Level 3 Advanced Technical Extended Diploma in Animal Management (Animal Management)

Grade Boundaries

Assessment: 0172-043/543

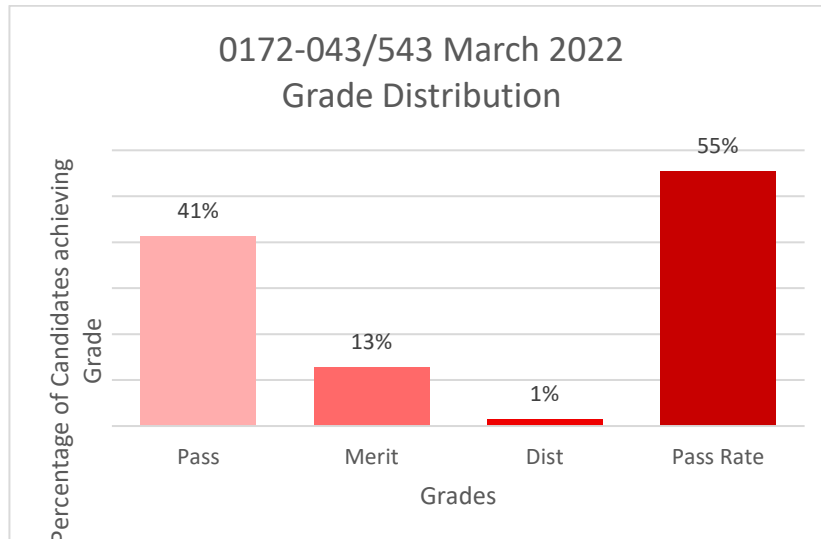
Series: March 2022

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

Total marks available	60
Pass mark	27
Merit mark	35
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:



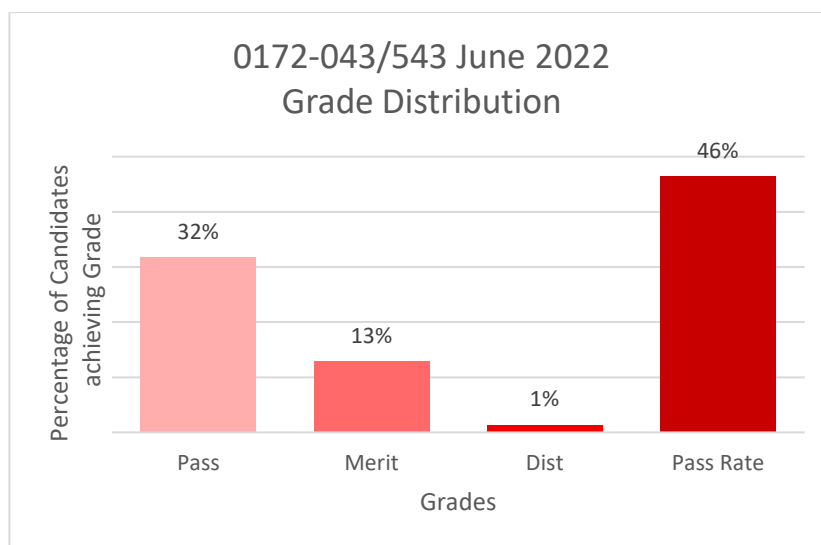
Assessment: 0172-043/543

Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	23
Merit mark	31
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

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

Series 1 - March 2022

The cohort performance is below expected for this exam. Candidates showed some good techniques in recall questions, but still largely lacked the attention to detail and techniques in certain questions, mainly linked with explanations where they were required to provide causes and effect and/or reasons. Many candidates found it challenging to write in a logical manner or contextualise their answers.

The average mark for the March 2022 series is **26.9** compared to **34.8** in March 2020.

Candidates demonstrated relatively good recall in **Unit 308 Wildlife Ecology and Conservation** in topics such as changes in global eco systems, however this was also an area of weakness in AO2 questions. Candidates were also able to demonstrate recall in **Unit 315 Animal Nursing** in relation to veterinary practice procedures, specifically around consequences of not treating specific diseases, and client communication. **Unit 327 Kennel and Cattery Management** showed some good answers relating to animal husbandry and specialist animal management techniques in a kennels and cattery. **Unit 364 Business Management in the Land-based Sector** generally showed good answers for questions aimed at the ways financial and physical record-keeping systems work.

The lack of good exam technique caused many 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 very little knowledge and/or understanding, even in the high scoring group.

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.

- **Changes in global ecosystems (technical terminology)** with 93% of candidates scoring 0 marks
- **Different designs and facilities of kennel and catteries** where 64% of candidates scored 0 marks
- **Procedures and policies in a kennel and cattery environment** with 0.8% of candidates achieving full marks
- **Common medical conditions** with 63% of candidates scoring 0-1 mark with 3.3% of candidates scoring full marks
- **Business resources and structures (job roles and responsibilities) in a selected land-based business** with 0.7% achieving full marks

Extended Response Question (ERQ)

The extended response question provided an opportunity for candidates to demonstrate knowledge and understanding of kennel design and use of specific design aspects. The question provided differentiation for learners and allowed lower-level candidates to accessed band 1, having given a range of considerations with 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 showing knowledge and understanding. Candidates that achieved band 2 and higher were able to provide a planned and detailed approach to this question discussing relevant aspects of the design of isolation facilities with links to disease management

and legislation. Only a small number of candidates were able to provide full and relevant justifications.

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

Band 1: 66% accessed marks within this band

Band 2: 28% accessed marks within this band

Band 3: 6% 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.

Series 2 – June 2022

The cohort performance is below expected for this exam. Candidates showed some good techniques in recall questions, but still largely lacked the attention to detail and techniques in certain questions, mainly linked with explanations where they were required to provide causes and effect and/or reasons. Many candidates found it challenging to write in a logical manner or contextualise their answers.

The cohort performance is lower than that of previous series with an average mean mark of 21.34, the previous March 2022 series was 26.9. Both 2022 exams performed lower than that of the March 2020 series which has a mean mark of 34.8.

Candidates demonstrated relatively good recall in Unit 308 Wildlife Ecology and Conservation in the topic population survival techniques, however there were weaknesses observed in some recall relating to specified legislation and in explanation/AO2 questions. Candidates were able to demonstrate recall in Unit 315 Animal Nursing in relation to veterinary practice disposal procedures and to some degree the treatment of disease. Unit 327 Kennel and Cattery Management showed some good answers relating to meeting the needs of individual animals' kennel design. Unit 364 Business Management in the Land-based Sector generally showed good answers for the question relating to the importance of record-keeping but lacked knowledge of professional bodies.

The lack of good exam technique caused many 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 evidence in the questions that utilised technical terminology where candidates generally showed very little knowledge and/or understanding, even in the high scoring group.

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.

Centres should ensure that technical terminology is utilised throughout training and emphasise on the importance of the correct exam technique.

Extended Response Question

Candidate responses to the extended response question (ERQ) were also varied with few 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.

The ERQ provided an opportunity for candidates to demonstrate their knowledge and understanding of kennel design & use of specific design aspects. The question provided differentiation for learners and allowed lower-level candidates to access band 1, having given a range of considerations with 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 showing knowledge and understanding. A small number of candidates achieved band 3, these candidates were able to provide a planned and detailed approach to the ERQ discussing relevant aspects of the design of isolation facilities with valid links to disease management, legislation and justification was starting to underpin their statements.

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

Candidates that achieved zero marks: 0.8%

Band 1: 59.8% accessed marks within this band

Band 2: 36.1% accessed marks within this band

Band 3: 3.4% 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.

0172-045/545 Level 3 Advanced Technical Extended Diploma in Animal Management (Science)

Grade Boundaries

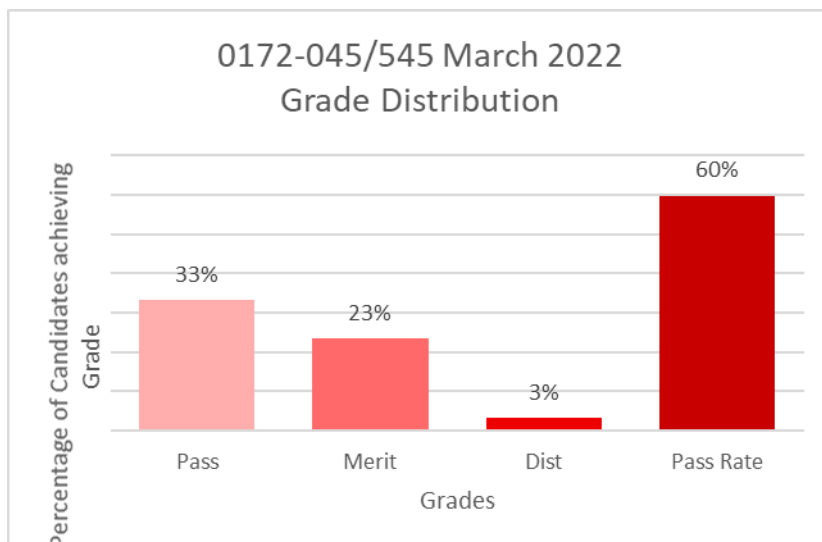
Assessment: 0172-045/545
Series: March 2022 (Spring)

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

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

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:

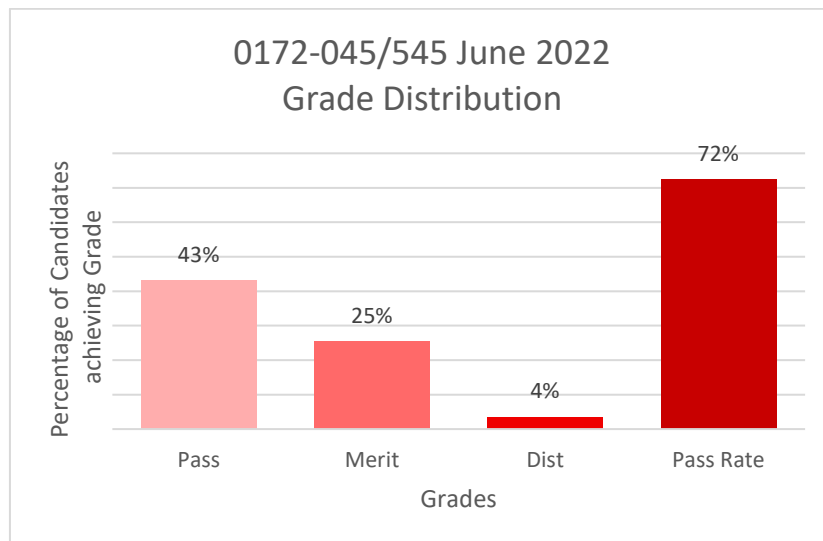


Assessment: 0172-045/545
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	21
Merit mark	29
Distinction mark	38

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



Chief Examiner Commentary

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

Series 1 - March 2022

Candidate performance was varied this series. Generally, good performance was observed in the questions where recall was required. However, some candidates missed opportunities to gain marks in AO2 questions due to the lack of detailed knowledge and understanding.

Candidates' strengths were shown in **Unit 315 Animal Nursing** for questions relating to common veterinary conditions. Another area of strength was observed in **Unit 321 Cell Biology and Genetics** specifically around structure and function of biological cells, and structure, function, and replication of DNA.

A specific area of weakness related to the understanding and use of technical terminology. This was evident where candidates were unable to recognise and/or define terms. Inconsistent and/or inaccurate use of technical terminology within the extended response question was also evident. Another area where a number of candidates lost opportunities were related to the period table and the principles of good experimental design. Below are the details of some topics with AO1 and AO2 questions that showed low performance.

- **The principles of Mendelian inheritance for predicting inheritance** showing 45% of candidates scoring 0 marks
- **Key features of equilibrium process using the principles of good experimental design** with 89% of candidates scoring 0-1 mark and 3% achieving the full marks
- **Veterinary terminology** with 92% of candidates scoring 0 marks

Extended response Question (ERQ)

The extended response question required candidates to focus on the effect of a specified disease on tissues within the body and the potential treatment options.

Many candidates were able to achieve Band 1, providing a range of considerations with differing level of depth seen across the breadth provided. Band 1 candidates tended to list symptoms, treatments and/or legislation and did not demonstrate application to the scenario given.

Many candidates struggled to gain higher than mid middle band due to the discussion lacking relevant examples and valid links to the topic. It was evident that some candidates were not confident in their answers, and some provided irrelevant information. Those candidates that achieved Band 3 marks were able to provide a wide range of considerations showing breadth across the indicative content and more consistent depth in explanations, but there were not many who achieved marks in this band.

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

Band 1: 50% accessed marks within this band

Band 2: 36% accessed marks within this band

Band 3: 14% 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.

Series 2 – June 2022

Candidate performance was varied this series. Generally, good performance was observed in the questions where recall was required. However, some candidates missed opportunities to gain marks in AO2 questions due to the lack of detailed knowledge and understanding.

Some candidates did not perform so well in AO1 questions that required them to recall specific knowledge, particularly in relation to Mendel's law of inheritance and definitions of specified terms.

Candidates' strengths were shown in Unit 315 Animal Nursing for questions relating to signs of disease and client communication. Another area of strength was observed in Unit 321 Cell Biology and Genetics specifically around structure and replication of biological cells. In general, candidates performed well on questions around cell biology and genetics most consistently for the whole cohort although the structure of a specified tissue did prove difficult for some candidates. Candidates appeared to struggle more with the chemistry from the Unit 318 Fundamentals of Science, compared to the veterinary and the cell biology questions and were guessing at some identification 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 Unit 318 Fundamentals of Science, where most candidates showed little depth and many candidates did not attempt the calculation question. Overall, the fundamentals questions were less well answered showing the breadth of understanding from across the qualification was missing by many candidates.

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.

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

Candidates that achieved zero marks: 0.8%

Band 1: 59.8% accessed marks within this band

Band 2: 36.1% accessed marks within this band

Band 3: 3.4% 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 Assignment – Year 1

0172-030 – Level 3 Technical in Animal Management

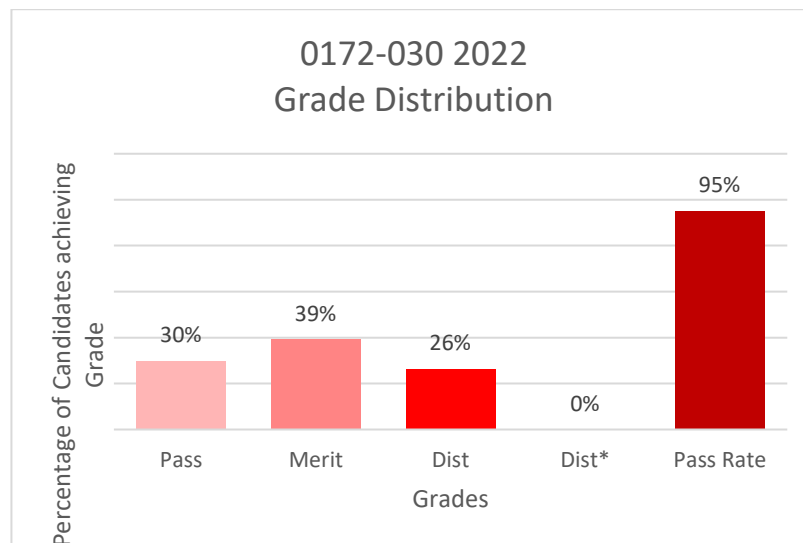
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 0172-030
Series: 2022

Total marks available	60
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

0172-038 Level 3 Advanced Technical Extended Diploma in Animal Management (Zoos)

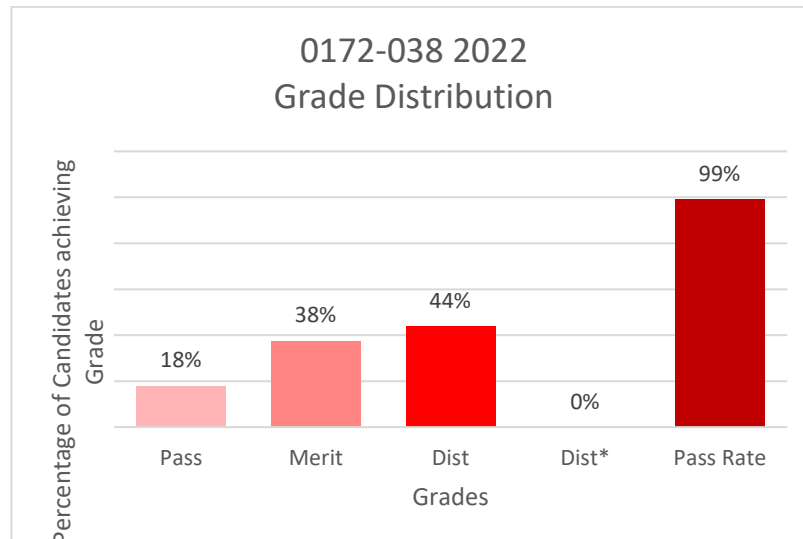
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 0172-038
Series: 2022

Total marks available	60
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 three tasks in total covering a range of topics such as exotic enclosure design and natural habitats of animals, customer service and meeting the needs of visitors and estate skills.

The first task involves candidates proposing a plan designing an enclosure for exotic animals and then implementing their plan. 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. 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 around the customer care showed a very mixed ability of candidates. Some candidates went into great detail discussing strategies the business can use to satisfy customers from several different angles. Other candidates simply discussed how they would provide basic customer care, giving minimal detail. This demonstrated a lack of understanding of the unit content and a lack of ability to link the task to the assignment brief. 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.

0172-040 – Level 3 Advanced Technical Extended Diploma in Animal Management (Wildlife)

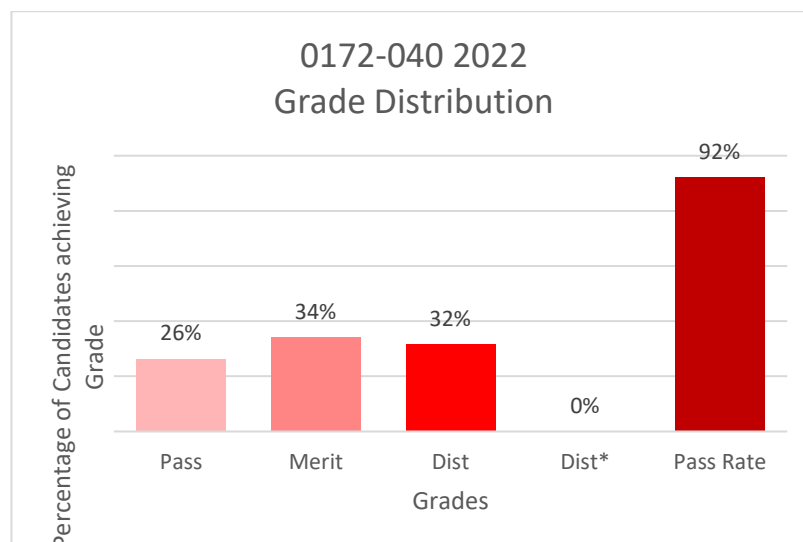
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 0172-040
Series: 2022

Total marks available	60
Pass mark	22
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:



Principal Moderator Commentary

There were three tasks in total covering a range of topics such as wildlife and ecology conservation, farm livestock health and behaviour, and estate skills.

The first task involves candidates planning a population survey using a method of their choice, carrying out the survey and then producing a report analysing the results of the survey and discussing the suitability of the area. 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 suitability of the site for visitors. 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 second 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.

The third task around health checking farm livestock was completed well by most candidates and the Practical Observation Forms captured the evidence well in most cases. There was little reference to the verbal commentary on most Practical Observation forms regarding the quality of the candidate's discussion and understanding.

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.

0172-042 – Level 3 Advanced Technical Extended Diploma in Animal Management (Animal Management)

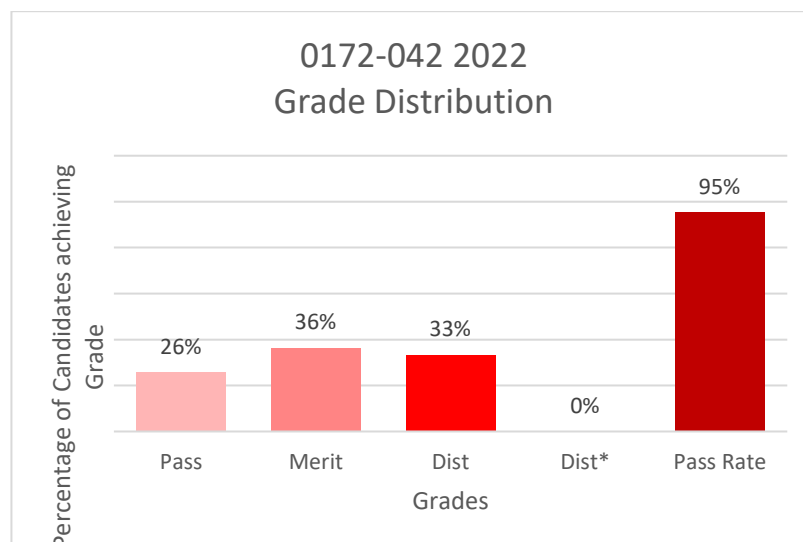
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 0172-042
Series: 2022

Total marks available	60
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:



Principal Moderator Commentary

There were three tasks in total covering a range of topics such as handling and restraining in an animal nursing environment, pet store stock control and estate skills.

The first task involved candidates producing a guide to demonstrate correct handling and restraint for different methods of medication administration, demonstrating the methods and then evaluating the methods. Some candidates discussed the medication administration and types of medication in more detail than the handling and restraint techniques. Candidates were generally capable of demonstrating the techniques although this was not always recorded fully on the Practical Observation form. Many candidates did not evaluate their guide but simply repeated what was in their guide. Evaluations should discuss how well the guide would work for training staff as stipulated in the brief. 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 around stock control offered a range of performance for candidates with some candidates simply discussing stock control and not fully relating the task to the brief. Other candidates were able to link both positive customer experience and maintaining welfare. 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 fully relate the task to the brief.

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.

0172-044 – Level 3 Advanced Technical Extended Diploma in Animal Management (Science)

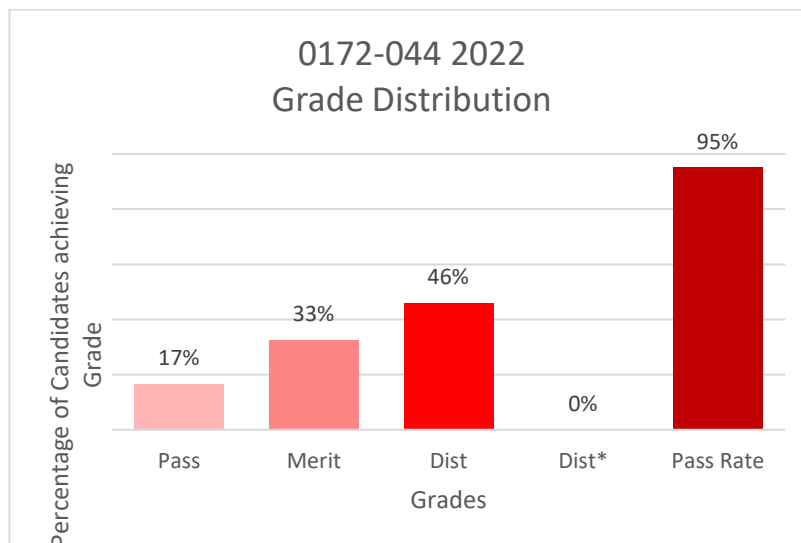
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 0172-044
Series: 2022

Total marks available	60
Pass mark	21
Merit mark	29
Distinction mark	38

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 animal nursing equipment preparation, scientific investigations, biochemistry, and microbiology.

The first task saw a wide range of performance with some candidates able to give a high level of detail and discussion around how the equipment was prepared and maintained. Some candidates demonstrated an excellent understanding of the veterinary procedure and were then able to fully relate the equipment and discuss all elements of preparation and maintenance whilst others were offering simplistic explanations of how to prepare the equipment demonstrating a lack of understanding of the task. 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 saw candidates planning and then carrying out a scientific investigation regarding the proficiency of antibiotics against bacteria. Many candidates produced a well written scientific investigation plan covering a wide range of aspects such as equipment, methods, hypotheses etc. Some candidates had failed experiments due to incorrect procedures utilised whilst others demonstrated highly competent laboratory skills. Centres should ensure that candidates have had sufficient time in laboratory settings to enable them to operate confidently and competently with specialised equipment.

The third task required candidates to discuss the effects of antibiotics on bacterial culture and then discuss how antibiotic resistance is affecting the veterinary industry. Some candidates concentrated on the effects of antibiotics whilst other candidates gave a very detailed rounded report on both the effects of antibiotics and the impact on the industry to a significant level. Centres should ensure candidates are practised at relating content from several areas of study in a synoptic manner to give them the best chance of success.

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.