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

Pathways:

(038/539 - Zoos)

(040/541 - Wildlife)

(042/043/543 - Animal Management)

(044/545 - Science)

2023

Qualification Report

Contents

Introduction

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

This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2023 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
    - 0172-030 Level 3 Animal Management – Synoptic Assignment (1)
    - 0172-031/531 Level 3 Technicals in Animal Management – Theory exam (1)
        - March 2023 (Spring)
        - June 2023 (Summer)

Year 2
- Pathway 1 – Level 3 Advanced Technical Extended Diploma in Animal Management (Zoos)
    - 0172-539 Level 3 Animal Management – Theory Exam (2)
        - March 2023 (Spring)
        - June 2023 (Summer)
    - 0172-038 Level 3 Animal Management – Synoptic Assignment (2)

- Pathway 2 - Level 3 Advanced Technical Extended Diploma in Animal Management (Wildlife)
    - 0172-541 Level 3 Animal Management – Theory Exam (2)
        - March 2023 (Spring)
        - June 2023 (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 2023 (Spring)
        - June 2023 (Summer)
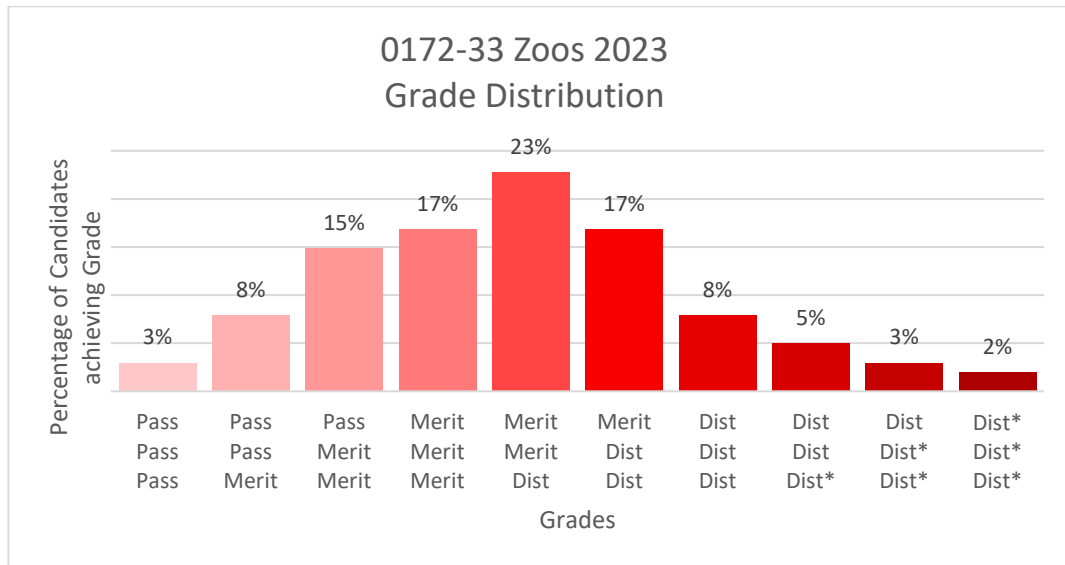   - 0172-042 Animal Management – Synoptic Assignment (2)

- Pathway 4 - Level 3 Advanced Technical Extended Diploma in Animal Management (Science)
    - 0172-545 Level 3 Animal Management – Theory Exam (2)
        - March 2023 (Spring)
        - June 2023 (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:

0172-33 Zoos 2023 Grade Distribution

Grade	Percentage
Pass Pass Pass	3%
Pass Pass Merit	8%
Pass Merit Merit	15%
Merit Merit Merit	17%
Merit Merit Dist	23%
Merit Dist Dist	17%
Dist Dist Dist	8%
Dist Dist Dist*	5%
Dist Dist* Dist*	3%
Dist* Dist* Dist*	2%

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

0172-33 Wildlife 2023 Grade Distribution

Grade	Percentage
Pass Pass Pass	2%
Pass Pass Merit	12%
Pass Merit Merit	12%
Merit Merit Merit	32%
Merit Merit Dist	22%
Merit Dist Dist	14%
Dist Dist Dist	3%
Dist Dist Dist*	3%
Dist Dist* Dist*	0%
Dist* Dist* Dist*	0%

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

0172-33 Animal Management 2023 Grade Distribution

Percentage of Candidates achieving Grade

Grade	Percentage
Pass Pass Pass	2%
Pass Pass Merit	7%
Pass Merit Merit	15%
Merit Merit Merit	27%
Merit Merit Dist	22%
Merit Dist Dist	17%
Dist Dist Dist	5%
Dist Dist Dist*	3%
Dist Dist* Dist*	1%
Dist* Dist* Dist*	1%

Grades

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

0172-33 Science 2023 Grade Distribution

Percentage of Candidates achieving Grade

Grade	Percentage
Pass Pass Pass	0%
Pass Pass Merit	1%
Pass Merit Merit	6%
Merit Merit Merit	14%
Merit Merit Dist	11%
Merit Dist Dist	29%
Dist Dist Dist	16%
Dist Dist Dist*	12%
Dist Dist* Dist*	5%
Dist* Dist* Dist*	5%

Grades

The data is based on the distribution as of 17 August 2023.

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

0172-531/031 - Level 3 Animal Management – Theory Exam (1)
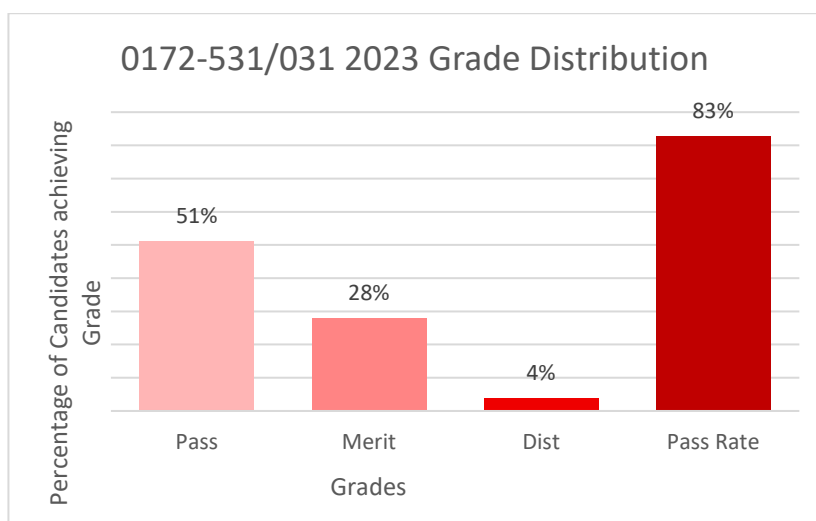
Grade Boundaries

Assessment: 0172-531/031
Series: March 2023 (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 graph below shows the approximate distributions of grades and pass rate for this assessment:
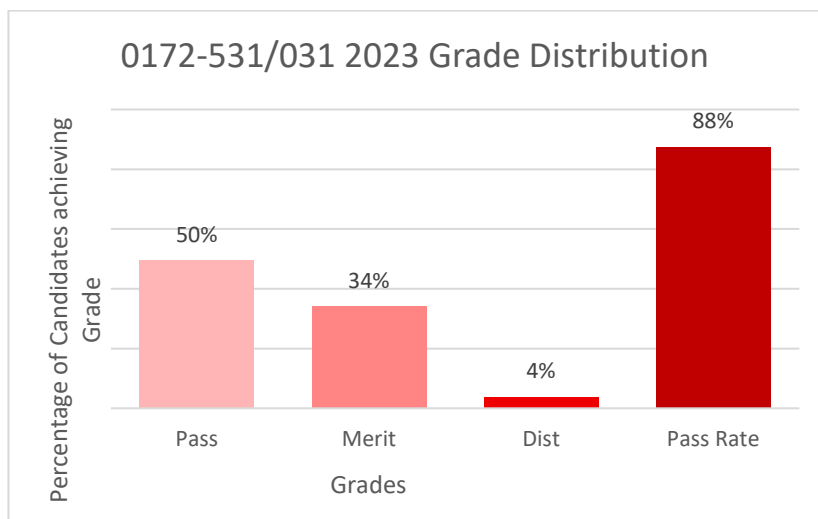
Assessment: 0172-531/031

Series: June 2023 (Summer)

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

Total marks available	60
Pass mark	26
Merit mark	36
Distinction mark	46

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

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Chief Examiner Commentary

0172-531/031 - Level 3 Animal Management – Theory Exam (1)

Series 1 (March)

Cohort performance has improved compared to the 2022 series, with an average mark of 30.9 which shows a considerable improvement compared to the equivalent 2022 series.

Candidates generally showed good recall in most key areas and were often able to gain marks in questions that required recall of knowledge. Although it is noted that there was an improvement in candidates' exam technique compared to the previous series, there are still areas to focus upon, particularly with lower achieving candidates who were unable to provide clear explanations or show retention of knowledge in their answers. Many candidates lost marks in questions requiring explanations or descriptions. Some candidates offered statements or lists of facts instead, therefore not giving sufficient explanations to demonstrate understanding.

Unit 303 – This unit focuses on **Animal Health and Husbandry**. Strengths for this unit were around notifiable diseases, although some candidates did miss out on marks here due to repeating explanations and providing a generalised discussion around the statement provided. Candidates also showed depth of understanding in the application of diagnostic tests. Many candidates were not able to recall key legislation, and many struggled to provide an understanding of the impact of parasites. Centres need to cover all 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 seen in food provision. This unit overall was not as successful for candidates, as it was hoped, in that many candidates lost marks due to a lack of knowledge of the function of nutrients and digestive processes. Many candidates were also unable to identify an incorrect diet for a specified common species and therefore were unable to discuss the impact of the of said diet. Centres should, again, ensure technical terminology is used frequently to allow candidates to become accustomed to specific terms and their meanings. Centres should cover the breadth of the specification to ensure candidates have a fair chance to gain sufficient marks.

Unit 305 – This unit focuses on **Animal Behaviour and Communication**. Overall candidates performed well in a number of questions and were able to show knowledge and understanding of avian courtship behaviours, and identification of behaviour types and learning techniques. Candidates did, however, struggle to pick up marks when explaining the impact of a specified season, but they were often able to provide breath of knowledge in this area. Candidates ought to focus on exam technique and practice providing the cause and effect within their answers.

The extended response question focused on considerations that should be made when assessing the suitability of a home for a specified animal. Many candidates provided simplistic explanations that were not necessarily linked to the given scenario, often offering lists of considerations with mostly basic explanations. Some candidates were able to provide explanations which showed the required level of 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.

Series 2 – June 2023

Cohort performance in June 2023 shows improvement when compared to the March 2023 series, with an average mark of 35.4. This also shows a considerable improvement in comparison to the June 2022 series.

Candidates generally showed good recall in most key areas and were often gaining marks in questions that required recall of knowledge. However, many candidates were often unable to achieve higher end marks in questions requiring explanations or descriptions.
It is noted that whilst both 2023 series shows an improvement in candidates' exam technique compared to the previous series, there are still areas to focus upon, particularly with lower achieving candidates who were unable to provide clear explanations or show knowledge in their answers.

Unit 303 – This unit focuses on **Animal Health and Husbandry**. Strengths for this unit were seen in commonly administered vaccinations. Although some candidates were able to achieve full marks, those that did not were often unable to provide full responses showing the lack of breadth and depth of knowledge. Some candidates also showed depth of understanding in the application of DEFRA guidelines for notifiable diseases. Many candidates were not able to accurately recall signs of a specified disease. Centres should cover all the specification within their teaching to ensure candidates are familiar with terminology and are able to demonstrate the required levels of knowledge and understanding.

Unit 304 – This unit focuses on **Animal Feeding and Nutrition** Strengths for this unit were around functions of nutrients. Although some candidates were able to achieve full marks, those that did not were often unable to provide a second function to the stated nutrient or they repeated the same answer. Many candidates also showed depth of understanding when explaining why a specified food type was appropriate for a chosen species and life stage. Candidates struggled to recall specific information relating to nutrition calculations. Centres should, again, ensure technical terminology is used frequently to allow candidates to become accustomed to specific terms and their meanings. Centres should cover the breadth of the specification to ensure candidates have a fair chance to gain sufficient marks.

Unit 305 – This unit focuses on **Animal Behaviour and Communication**. Overall candidates performed well in a number of questions and were able to show knowledge and understanding of feeding behaviours and interspecific communication. Candidates were not, however, able to pick up marks when stating the difference in behaviours between wild and domestic species. Some candidates missed out on marks due to lack of execution when providing the cause and effect within their answers.

The extended response question focused on considerations that should be made prior to putting a specified animal up for adoption. Many candidates provided simplistic explanations that were not fully linked to the given scenario, often offering basic explanations. Some candidates were able to provide explanations which showed the required level of understanding and valid links to the scenario, allowing them to access higher marks. Where candidates did not achieve the higher band marks, they did not provide sufficient justifications for their considerations.

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.

Theory Exams – Year 2

0172-539 - Level 3 Animal Management (Zoos) – Theory Exam (1)
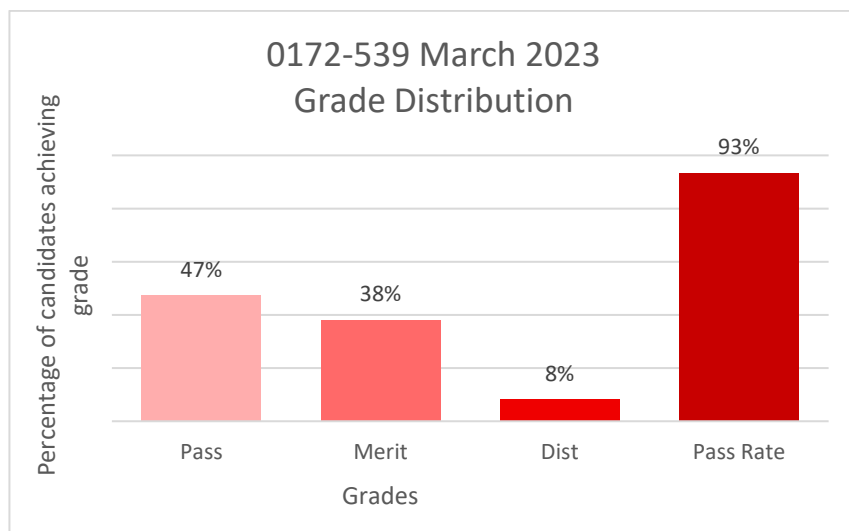
Grade Boundaries

Assessment: 0172-539
Series: March 2023 (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 graph below shows the approximate distributions of grades and pass rate for this assessment:

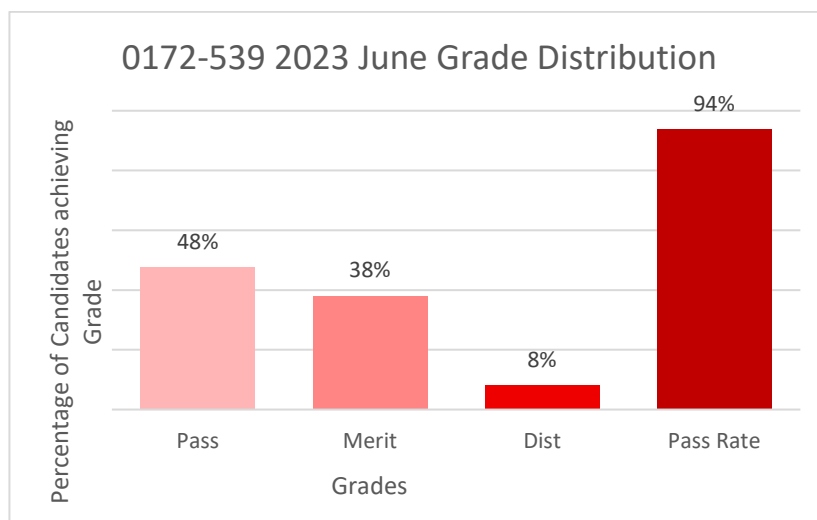
0172-539 March 2023 Grade Distribution

Assessment: 0172-539
Series: June 2023 (Summer)

Below identifies the final grade boundaries for this assessment:

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

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

Chief Examiner Commentary

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

Series 1 – March 2023

Cohort performance was much stronger than that of the 2022 series. Candidates generally performed well in questions relating to zoological management and business. However, they require further support in anatomy and aquatics.

Although, it is noted that there was a significant improvement in candidates' exam technique compared to the last series, there are still improvements to focus upon, particularly in the questions that require reasoning, cause and/or justifications. Technical terminology is 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. Many candidates performed significantly better on questions requiring recall of knowledge but were not always able to demonstrate the expected understanding or fully explain their answers.

Unit 313 - This unit focuses on **Aquatics Welfare and Breed Development**. Some candidates were able to demonstrate recall of knowledge of species characteristics and signs of disease, but many missed out on these marks due to not understanding the technical terms. However, many candidates were able to provide examples and explain adaptations to living environments.

Unit 314 - This unit focuses on **Avian Health and Husbandry**. Strengths for questions relating to this unit were seen in identification of dietary types and advantages of food provision. 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; understanding of the benefits of a specified exhibit type and knowledge of appropriate provision of enrichment was evident. Reasonably good differentiation was seen in a question covering the topic of specified materials used within enclosures.

Unit 364 - This unit focuses on **Business Management in the Land Based Sector**. Recall of a specified resource type was a key strength in this subject. Candidates were also able to provide understanding of the importance of record keeping.

The extended response question (ERQ) provided an opportunity for candidates to demonstrate their knowledge and understanding of visitor expectations and the impact this has on conservation. Most candidates accessed higher end band 1, with answers focused on visitor expectations, often missing the link to the impact on conservation. Technical terminology was seen to be applied inconsistently throughout the cohort. 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 expectations with some valid links to the scenario.

Series 2 – June 2023

Cohort performance was much stronger than that of the 2022 series, in addition to this June 2023 saw an increase in the mean mark in comparison to March 2023.

Candidates generally performed well in questions relating to zoological management, business and natural aquatic habitats. However, they require further support in aquatics overall.

Although it is noted that there was an improvement in candidates' exam technique compared to the last series, there are still improvements to focus upon, particularly in the questions that require reasoning, cause and/or justifications. Many candidates performed significantly better on questions requiring recall of knowledge but were not always able to demonstrate the expected understanding or fully explain their answers.

Unit 313 - This unit focuses on **Aquatics Welfare and Breed Development**. Candidates showed strengths in recall of knowledge of aquatic habitats. Weaknesses were seen in candidate knowledge of filter types and in the understanding of safety aspects in aquariums.

Unit 314 - This unit focuses on **Avian Health and Husbandry**. Strengths for questions relating to this unit were seen in selecting breeding pairs and food presentation. Areas of weakness were seen in avian anatomy and recognising disease. Candidates lost marks in this section mainly due lack of knowledge of anatomical processes.

Unit 316 - This unit focuses on **Zoological Collections**. Overall, candidates performed reasonably well on questions relating to this topic. Strengths were seen in answers relating to the modern zoo and many candidates were able recall benefits of visitor engagement activities. Reasonably good differentiation was seen in a question covering legislation.

Unit 364 - This unit focuses on **Business Management in the Land Based Sector**. Recall of payment methods was a key strength in this subject. Many candidates were also able to provide some understanding of business competitors.

The extended response question (ERQ) provided an opportunity for candidates to demonstrate their knowledge and understanding of husbandry and staffing requirements for a given scenario. Many candidates accessed higher end band 1, with answers focused more so on husbandry requirements. Candidates often omitted the secondary element of the question. Most candidates achieved the lower end of band 2, having provided valid considerations with linked explanations, these candidates often included the secondary element of the question as an add on comment rather than within the discussion itself. Some candidates were able to access band 3 by providing a comprehensive discussion around both elements of the question.

Centres are advised to encourage candidates to focus on both elements of the extended response question as omitting the second element causes loss of marks. In addition to this 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.

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.

Centres should also remind candidates that if their handwriting is illegible marks cannot be awarded.

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

0172-541 Level 3 Advanced Technical Extended Diploma in Animal Management (Wildlife)
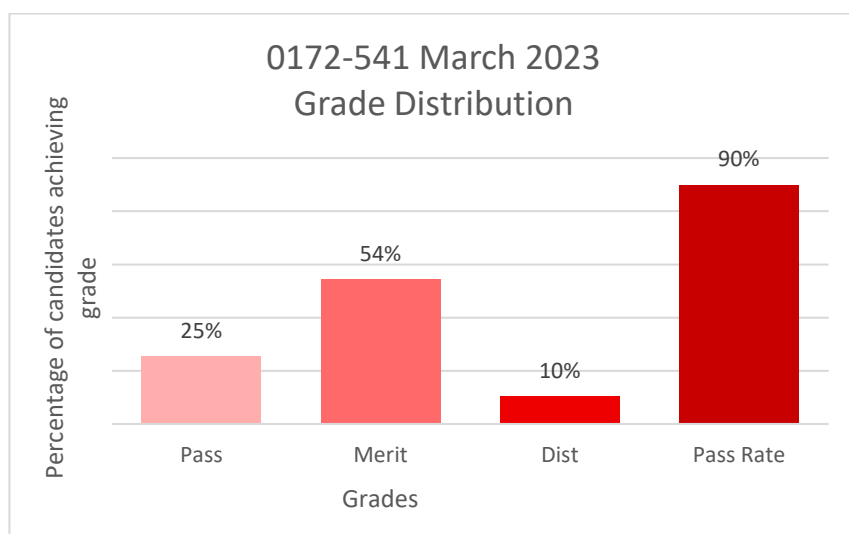
Grade Boundaries

Assessment: **0172-541**
Series: **March 2023 (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	33
Distinction mark	42

The graph below shows the approximate distributions of grades and pass rate for this assessment:
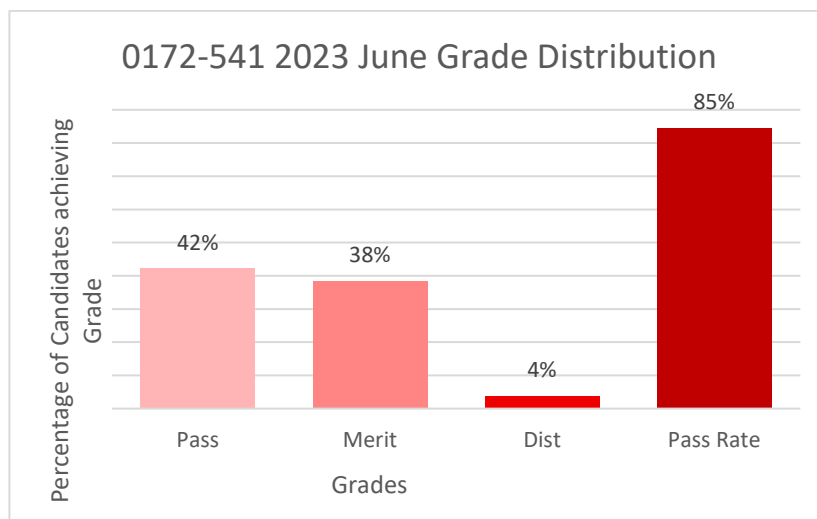
Assessment: 0172-041/41
Series: June 2023 (Summer)

Below identifies the final grade boundaries for this assessment:

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

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

Chief Examiner Commentary

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

Series 1 (March)

Candidate performance was stronger than that of the equivalent 2022 series. This cohort showed an improved exam technique in comparison to the March 2022 series, although some candidates lacked attention to detail when reading questions containing scenarios. This caused them to inaccurately answer and therefore miss out on AO2 marks. Candidate performance was stronger in the questions where recall was required. A varied performance was seen in questions containing technical terminology with candidates often able to provide accurate definitions but unable to provide recall of specified terms. Centres should emphasise to their candidates on the importance of technical terminology and the correct exam technique.

Unit 308 – This unit focuses on **Wildlife Ecology and Conservation**. Strengths for this unit were around evolution and conservation types. Good differentiation was seen in the topic relating to defence mechanisms. Technical terminology and definitions appeared to be an issue for most candidates. Centres should ensure that technical terminology is utilised throughout teaching to enable candidates to correctly recall and show understanding of the relevant terms.

Unit 309 – This unit focuses on **Wildlife Management and Rehabilitation**. Strengths for this unit were around legislation and behaviour patterns. Good differentiation was seen in a question relating to impacts of wildlife populations. Weaknesses were observed in questions requiring the recall of technical terminology.

Unit 328 – This unit focuses on **Ecological Concepts and Application**. Candidates demonstrated strengths in recall of knowledge in relation to ecological surveys. Whilst many candidates had knowledge of breeding, a lack of exam technique was seen with some candidates missing opportunities to gain marks by not providing succinct explanations in questions relating to this topic. Centres should remind candidates to develop their answers where explanations are required by offering reason/cause/consequence depending on what the aim of the question to enable them to gain higher marks.

Unit 364 – This unit focuses on **Business Management in the Land-Based Sector**. Candidates were somewhat successful at defining business competitors but struggled to gain higher marks in the question relating to consequences to a business in a given context. Centres should continue to focus on ensuring candidates have a firm understanding of all aspects of business.

The extended response question (ERQ) focused on considerations that should be made for a specified wildlife species that had been admitted to a wildlife recuse centre. Many candidates were not able to leave the lower banding due to a lack or breadth and/or depth in the considerations provided and it was clear that many candidates struggled to expand on the statements that they provided. Although a high number of candidates were able to discuss realistic options for care, rehabilitation and considered release of the species, some candidates provided unrealistic considerations which limited their achievement.

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 was weaker than that of the equivalent 2022 series but similar to the March 2023 series. Many candidates performed significantly better on questions requiring recall of knowledge but were not always able to demonstrate the expected understanding or fully explain their answers. Candidates are 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.

Unit 308 – This unit focuses on **Wildlife Ecology and Conservation**. Strengths for this unit were around population fluctuations and conservation strategies. Good differentiation was seen in a question requiring the understanding of climate change. Technical terminology and definitions appeared to be an issue for many candidates. Centres should ensure that technical terminology is utilised throughout teaching to enable candidates to correctly recall and show understanding of the relevant terms.

Unit 309 – This unit focuses on **Wildlife Management and Rehabilitation**. Strengths for this unit were around record management and abiotic factors. Good differentiation was seen in a question relating to rehabilitation considerations. Weaknesses were observed in candidates' knowledge of wildlife identification.

Unit 328 – This unit focuses on **Ecological Concepts and Application**. Candidates demonstrated strengths in recall of knowledge in relation to abiotic factors. Weaknesses were observed in questions relating to statistical errors and some candidates struggled to describe the impact of seasonal events. Whilst many candidates were able to recall knowledge, a lack of exam technique was seen with some candidates missing opportunities to gain marks by not providing succinct explanations.

Unit 364 – This unit focuses on **Business Management in the Land-Based Sector**. Candidates struggled in this unit; most candidates were unable to recall knowledge of professional bodies and the impact of business on the economy. Some candidates were somewhat successful at explaining the use of market segmentation, but many were unable to access marks here.

The extended response question (ERQ) focused on considerations that should be made prior to carrying out building works in a wooded area. Many candidates were not able to move out of the lower banding due to a lack or breadth and/or depth in the considerations provided and it was clear that many candidates struggled to expand on the statements that they provided. Some candidates were able to provide valid explanations to their considerations achieving marks in band 2. Unfortunately, no candidates accessed marks within band 3.

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

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 should remind candidates that if their handwriting is illegible marks cannot be awarded.

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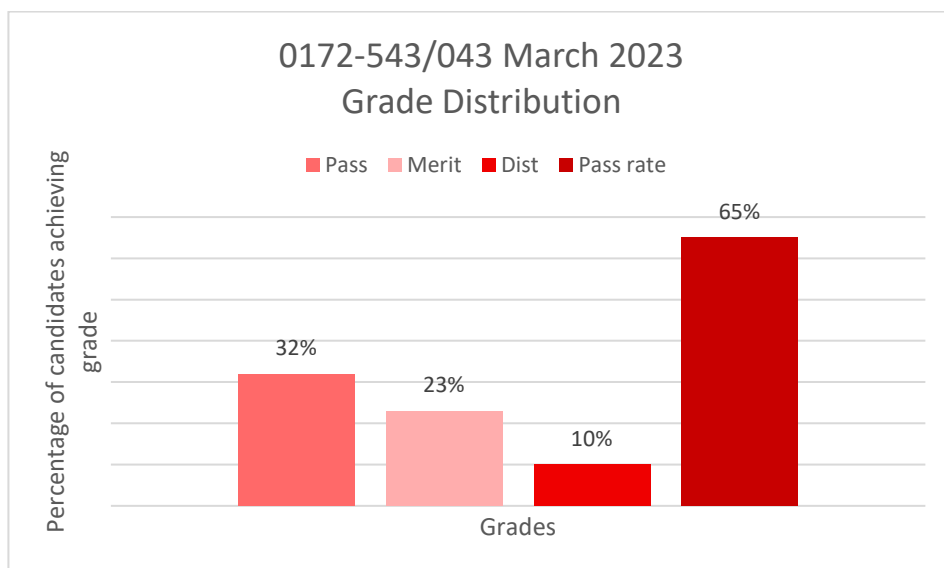
Grade Boundaries

Assessment: 0172-543/043
Series: March 2023

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 graph below shows the approximate distributions of grades and pass rate for this assessment:
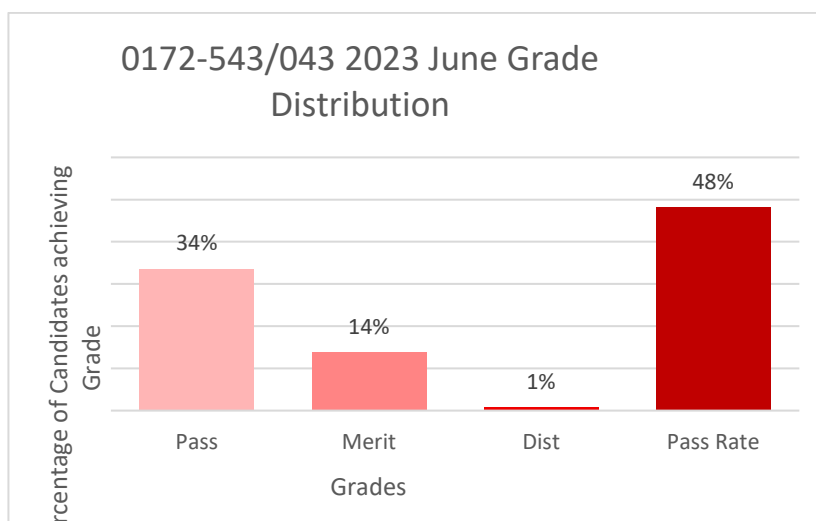
Assessment: 0172-543/043
Series: June 2023 (Summer)

Below identifies the final grade boundaries for this assessment:

Total marks available	60
Pass mark	27
Merit mark	35
Distinction mark	43

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

Chief Examiner Commentary

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

Series 1 - March 2023

Cohort performance was somewhat stronger than that of the equivalent 2022 series with an average mark of 29.3 compared to March 2022 at 27.9. However, the cohort performance is below expected for this exam.

Many candidates showed good recall techniques and were able to consistently achieve AO1 marks across the topics. Performance on questions requiring breadth and/or depth of understanding showed improvement with some candidates accessing mid to full marks by providing detailed explanations within their responses. Overall, candidates need to work on refining their exam technique, particularly the lower scoring candidates who would benefit from practicing writing succinct responses which focus on what the question is asking. This will enable them to show depth of understanding and access higher marks. Candidates showed very little knowledge and/or understanding of technical terminology and this restricted access to those questions containing these terms.

Unit 308 - This unit focuses on **Wildlife Ecology and Conservation**. Candidates showed strength in topics relating to habitat destruction and did reasonably well in an AO2 question relating to wildlife organisations, however a lack of exam technique was seen with some candidates missing opportunities to gain marks by not providing succinct explanations. Centres should ensure that candidates practice explanations providing a reason/cause/consequence to enable them to gain higher marks for explanations.

Unit 315 - This unit focuses on **Animal Nursing**. Candidates demonstrated knowledge of symptoms seen in a specified disease. Some candidates were able to provide examples of accurate dietary amendments based on a specified condition but overall, the cohort struggled to achieve the higher marks in this question. Technical terminology appeared to be an issue for most candidates, with low achievement of marks seen in questions relating to common veterinary terminology, ie common suffixes. Centres should ensure that technical terminology is utilised throughout teaching to enable candidates to recognise and understand it.

Unit 327 - This unit focuses on **Kennel and Cattery Management**. Strengths were seen in topics relating to licencing and centre actions prior to rehoming animals. Many candidates achieved high marks in a question relating to individual animal needs. those that did not achieve marks here were unable to expand on the statements they provided. Overall, the cohort struggled to provide characteristics of a named breed.

Unit 364 – This unit focuses on **Business Management in the Land-Based Sector**. Strengths were seen in the AO1 question where candidates were able to recall examples of information found within a specified document. Many candidates were able to provide the initial consequences within the AO2 question but often struggled to explain impact of these to a business.

The extended response question (ERQ) provided an opportunity for candidates to demonstrate their knowledge and understanding of animal welfare and business implications of a possible named disease outbreak. The question provided differentiation for learners and allowed lower scoring candidates to access band 1, having given a range of considerations with mostly simplistic explanations. Where candidates did not achieve band 2, minimal to no technical terminology was used and there was a lack of discussion showing knowledge and understanding. A very small number of candidates achieved band 3. These candidates were able to provide a planned and detailed approach, discussing relevant risks and consequences when

attempting to manage the disease and the possible impacts on other animals, clientele, and business reputation.

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

Cohort performance was stronger than that of the equivalent 2022 series with an average mark of 26.5 compared to June 2022 at 21.3. However, there were still many candidates that did not show the required knowledge and understanding of the mandatory content.

Many candidates showed good recall in key areas and were able to consistently achieve marks on recall questions across the topics. Performance on questions requiring breadth and/or depth of understanding showed similar characteristics to the March 2023 series with some candidates accessing mid to full marks by providing detailed explanations within their responses. Questions relating to evolution and speciation showed good differentiation across the cohort.

Unit 308 - This unit focuses on **Wildlife Ecology and Conservation**. Candidates showed strengths in topics relating to biodiversity action plans and did reasonably well in an AO2 question relating to speciation, however a lack of exam technique was seen with candidates missing opportunities to gain marks by not providing succinct explanations. Centres should ensure that candidates practice explanations providing a reason/cause/consequence to enable them to gain higher marks for explanations.

Unit 315 - This unit focuses on **Animal Nursing**. Candidates demonstrated knowledge of appropriate communication methods in a given scenario. Some candidates were able to provide accurate answers for specified abbreviations. Many candidates struggled to access marks when answering a question relating to the Veterinary Surgeons Act. Centres should ensure that legislation is applied throughout teaching to enable candidates to recognise and understand it.

Unit 327 - This unit focuses on **Kennel and Cattery Management**. Overall candidates performed well in this unit. Strengths were seen in topics relating to kennel designs and workplace protocols, with the majority of candidates achieving middle of the range marks in these AO2 questions. Those candidates that were unable to achieve the higher marks were often not providing succinct explanations.

Unit 364 – This unit focuses on **Business Management in the Land-Based Sector**. Strength was seen in the AO2 question where candidates were able to explain the impact of a limited supply chain. Candidates were also able to provide the initial impact of a stated legislation, but many struggled to explain the impact further.

The extended response question (ERQ) provided an opportunity for candidates to demonstrate their knowledge and understanding of the impact a cattery may have on local wildlife. Whilst a very small number of candidates were able to achieve band 3 by providing a comprehensive discussion around the impact on wildlife, many candidates provided a discussion around care aspects of the cats within the cattery, whilst these were valid care considerations they did not link

to the stem or the scenario. This resulted in many candidates achieving marks within band 1 having provided limited links to the wildlife. Those that did achieve marks within band 2 were able to provide valid considerations, discussing relevant consequences to the local wildlife, these explanations however were often superficial.

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

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.

0172-545 Level 3 Advanced Technical Extended Diploma in Animal Management (Science)
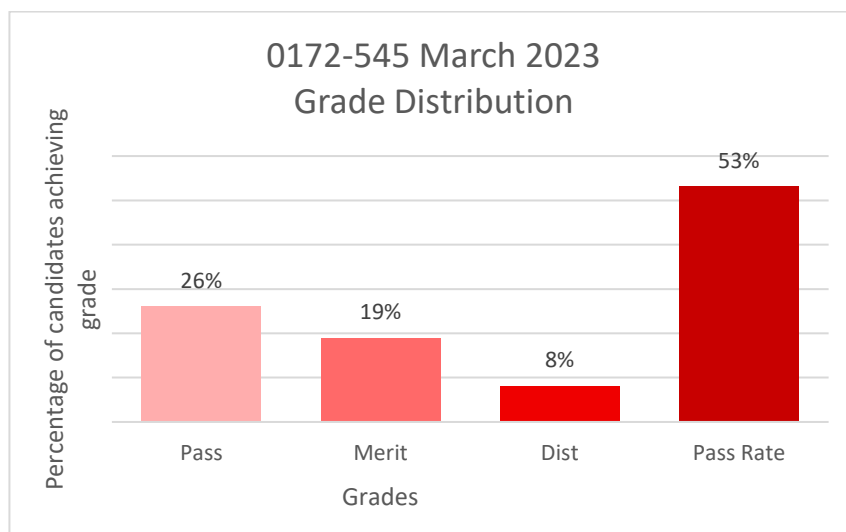
Grade Boundaries

Assessment: 0172-545
Series: March 2023 (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 graph below shows the approximate distributions of grades and pass rate for this assessment:
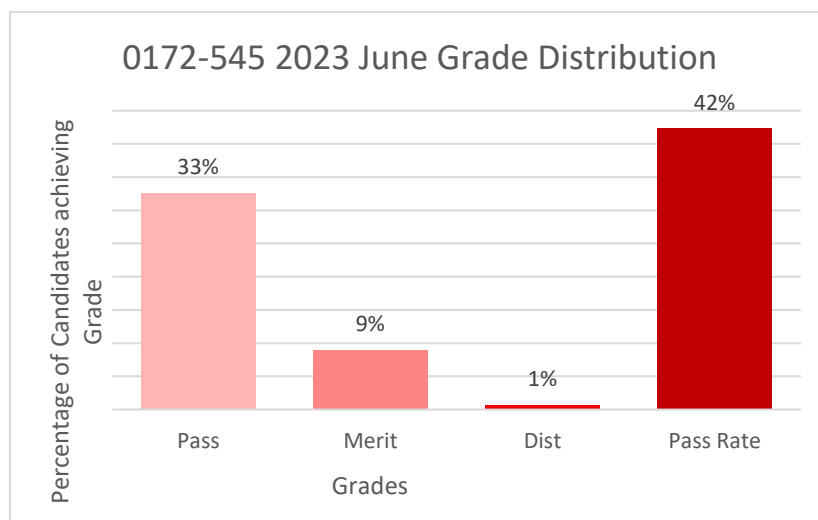
Assessment: 0172-545
Series: June 2023 (Summer)

Below identifies the final grade boundaries for this assessment:

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

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

Chief Examiner Commentary

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

Series 1 - March 2023

Cohort performance was not as expected for this pathway, with lower achievement and average mark of 24.39 compared to March 2022 with 26.34.

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 when answering questions containing technical terminology and those where candidates were required to identify laboratory symbols.

Although, it is noted that there was an improvement in candidates' exam technique, there are still to focus upon, particularly in the questions that require reasoning, cause and/or justifications. Technical terminology was still inaccurately used and misunderstood by many candidates.

Unit 315 - This unit focuses on **Animal Nursing.** Candidates showed strengths in topics relating to signs of medical conditions and many were able to achieve marks by reasoning for a specified treatment. Differentiation across the cohort was seen in questions containing technical terminology. Many candidates were unable to show depth of understanding in these questions and were not always able to access the higher marks.

Unit 318 - This unit focuses on **Fundamentals of Science**. Candidates demonstrated knowledge of the periodic table and equilibria of liquids. There was a varied achievement in questions relating to balancing equations and identification of laboratory symbols, with many candidates not accessing full marks. Overall, candidates achieved lower marks in the questions from this unit, showing mostly breadth of knowledge rather than understanding from across the content.

Unit 321 - This unit focuses on **Cell Biology and Genetics.** Candidates showed strengths in questions relating to cell structure, function, and division. Candidates' weaknesses laid with gene expression and protein synthesis, with some candidates unable to access marks due being unable to recall the technical terms within the questions and some not able to provide explanations where required. Centres should ensure that candidates practice providing explanations by giving a reason/cause/consequence depending on the context of the relevant questions. This will enable them to achieve higher marks.

The extended response questions (ERQ) focused on the effects of a disease to animal health and body tissues. Many candidates were not able to leave the lower banding due to a lack of breadth and/or depth in the considerations provided and it was clear that many candidates were unable to expand on the statements that they provided. Although a high number of candidates were able to discuss the effects on animal health by providing symptoms of the disease, many were unable to expand on these and often omitted the effect on body tissues themselves. Some candidates were able to access band 2 but often were unable to provide the scope of knowledge required to access the higher end of this banding. A small number of candidates achieved band 3. These candidates were able to provide a detailed approach to the question discussing relevant effects on animal health and tissues within the body.

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 2023

Cohort performance was not as expected for this pathway, with lower achievement and average mark of 22.6 compared to June 2022 with 24.5.

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 when answering questions containing technical terminology and that relating to equilibrium constant expression.

Although it is noted that there was an improvement in candidates' exam technique, there are areas still to focus upon, particularly in the questions that require reasoning, cause and/or justifications. Technical terminology was still inaccurately used and misunderstood by many candidates.

Unit 315 - This unit focuses on **Animal Nursing.** Candidates showed strengths in topics relating to signs of medical conditions and many were able to achieve marks by explaining required treatments. Overall, many candidates were unable to show depth of understanding in this topic and therefore were not always able to access the higher marks.

Unit 318 - This unit focuses on **Fundamentals of Science**. Candidates demonstrated knowledge of protons and compounds. There was a varied achievement in questions relating to graphical representation of results, with many candidates not accessing marks. Overall, candidates achieved lower marks in the questions from this unit, showing mostly recall of knowledge rather than understanding from across the content.

Unit 321 - This unit focuses on **Cell Biology and Genetics.** Candidates showed strengths in questions relating to cell structure, function, and division. Candidates' weaknesses were seen in questions around active transport in cells and protein subscription. Many candidates were unable to achieve higher marks in the AO2 questions. Centres should ensure that candidates practice providing explanations by giving a reason/cause/consequence depending on the context of the relevant questions.

The extended response questions (ERQ) focused on the effects of a disease to animal health and body tissues. One candidate achieved band 3. This candidate was able to provide a detailed approach to the question discussing relevant effects on animal health and tissues within the body. Many candidates were not able to leave the lower banding due to a lack of breadth and/or depth in the considerations provided and it was clear that many candidates were unable to expand on the statements that they provided. Although a high number of candidates were able to discuss the effects on animal health by providing symptoms of the disease, many were unable to expand on these and often omitted the effect on body tissues themselves.

Centres are advised to encourage candidates to focus on both elements of the extended response question as omitting the second element causes loss of marks. In addition to this 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.

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 should remind candidates that if their handwriting is illegible marks cannot be awarded.

Synoptic Assignment – Year 1

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

Grade Boundaries

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

Assessment: 0172-030
Series: 2023

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

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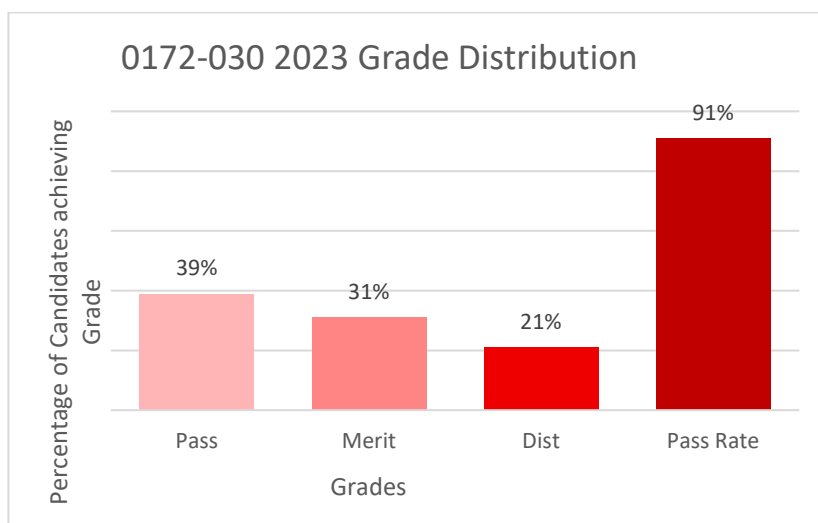
Principal Moderator Commentary

There were four tasks in this synoptic assignment covering a range of topics such as Animal Health, Animal Husbandry, and Animal Behaviour.

Task 1 required candidates to produce an advice sheet on Sarcoptic Mange to include signs, symptoms, treatment and biosecurity. All candidates were able to produce an advice sheet, with some candidates producing a detailed advice sheet that went into the disease in detail, whilst others gave a brief overview. As candidates had access to research, this task was expected to perform well. Centres should ensure that candidates have covered all the unit content in sufficient detail to allow them to utilise their knowledge and understanding effectively to cover all elements within the topic.

Task 2 required candidates to carry out a daily husbandry routine. Some candidates demonstrated high levels of knowledge and understanding. Some candidates were not able to carry out the routine with sufficient detail and skill. It was noted that many centres are still not following recommended practice when capturing evidence for the practical tasks. Centres are reminded that they are required to provide commentary that reflects the quality of the candidate's performance rather than the detail of what the candidate is doing throughout the task. Centres should also provide the required detail when describing the quality of the candidate's performance. For example, if noting that the candidate is dextrous and fluid in their approach and can problem solve, centres should indicate how the candidate is demonstrating dexterity or fluidity and how they are able to solve problems.

Task 3 expected candidates to carry out an evaluation of their performance. Many candidates commented on what they did and why they did it rather than how effective they were. Many candidates also provided a brief report on how their routine should be adapted whilst others gave a more in-depth report with clear justifications.

Task 4 focussed on carrying out a behavioural observation and reporting the animal's behaviour. Most candidates performed the observation well. It has been noted that some centres permitted interaction with the animals (eg taking a dog on a walk) during the observation, which influences the readings of the animal's behaviour. When studying animal's behaviour, it is imperative that the observer should not affect the behaviour in any way. Some candidates 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. Centres are also reminded that candidates must use forms provided by City & Guilds and that alternative centre-devised forms are not permitted.
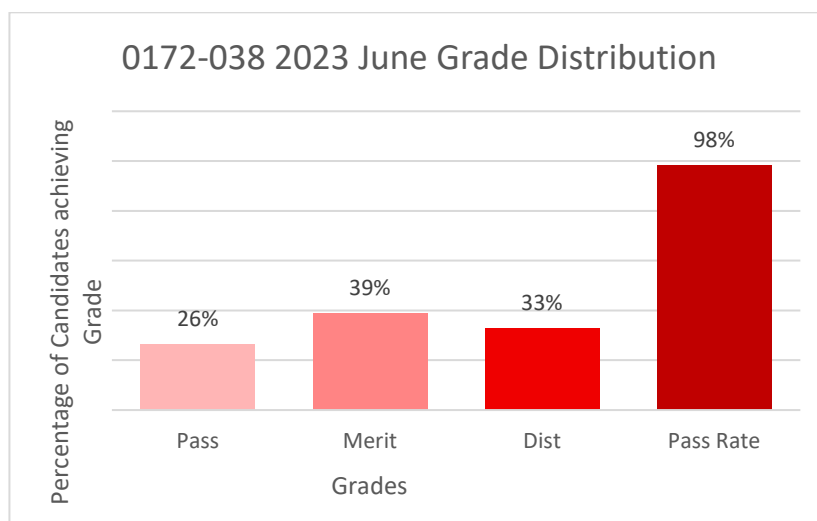
Synoptic Assignments – Year 2

Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 0172-038
Series: 2023

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

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

0172-038 2023 June Grade Distribution

Principal Moderator Commentary

There were three tasks in total covering a range of topics such as zoo enclosure design and natural habitats of animals, customer service and meeting the needs and expectations of visitors and estate skills – enclosure maintenance.

The first task involved candidates proposing a design of a zoo enclosure that meets the features of the animal's natural habitat and then producing a report justifying the elements of their design. Many candidates were able to discuss their design providing a justified response, however there were some candidates that discussed accommodating the animal with no focus on 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 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 in the use of tools and equipment to enable them to deal with the task set in the brief. Estate skills seems to be an area that requires improvement across many centres.

Centres are reminded that they are required to provide commentary that reflects the quality of the candidate's performance rather than the detail of what the candidate is doing throughout the task. Centres should also provide the required detail when describing the quality of the candidate's performance. For example, if noting that the candidate is dextrous and fluid in their approach and can problem solve, centres should indicate how the candidate is demonstrating dexterity or fluidity and how they are able to solve problems.
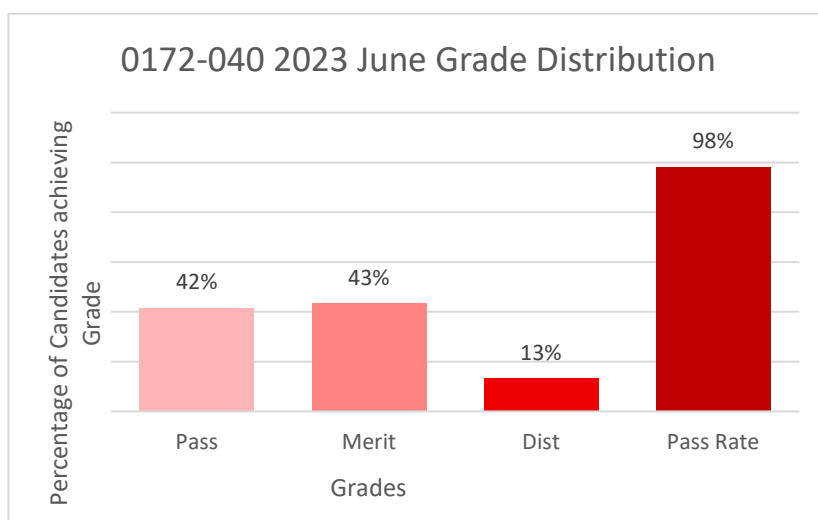
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 0172-040
Series: 2023

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

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

Principal Moderator Commentary

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

The first task involves candidates planning a population survey using a method of their choice and then carrying out the survey, recording their results. Some candidates were particularly detailed in their plan and then followed this through to their survey and then produced an in-depth analysis of their results. Other candidates completed a very brief survey, concentrating on flora. 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 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 or how it would be suitable for livestock species. 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 in the use of tools and equipment to enable them to deal with the task set in the brief. Estate skills seems to be an area that requires improvement across many centres.

The third task around husbandry routines including health checks, behavioural assessments and moving animals. This task was completed well by most candidates and the practical observation (PO) forms captured the evidence well in most cases. There was little reference to the summary of findings, and these ranged from very basic to very detailed across candidates.

The final task involved candidates using their findings from the other tasks to discuss the suitability of the survey site for the animal and the suitability of the animal to the free-range environment. This report demonstrated a lack of understanding of farm systems amongst many candidates whilst others were able to link their findings well to the brief.

Centres are reminded that they are required to provide commentary that reflects the quality of the candidate's performance rather than the detail of what the candidate is doing throughout the task. Centres should also provide the required detail when describing the quality of the candidate's performance. For example, if noting that the candidate is dextrous and fluid in their approach and can problem solve, centres should indicate how the candidate is demonstrating dexterity or fluidity and how they are able to solve problems.
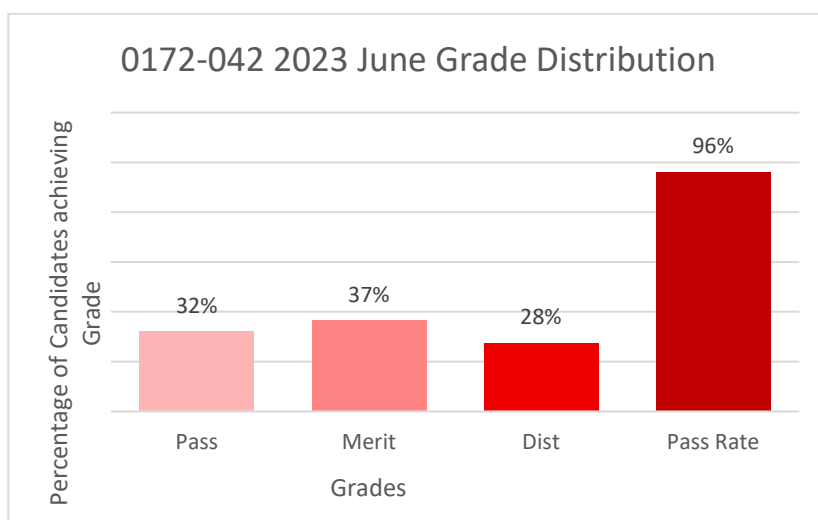
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 0172-042
Series: 2023

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

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

Principal Moderator Commentary

There were three tasks in total covering a range of topics such as boarding establishment admission forms, handling and restraining for veterinary examinations, and estate skills including budgeting and planning.

The first task was to create an admission form for the animal and to justify the contents of the form. Some candidates produced a very basic form and gave a brief justification whilst others produced a very detailed form and then gave full justification as to why the element was required in a successful boarding establishment. Some candidates were referring to out of date legislation in this assessment.

The second task involved candidates producing a guide for new owners to demonstrate correct handling and restraint for different veterinary examinations including medication administration, sexing, and injecting animals. Candidates were then required to demonstrate the methods and then evaluate their guide and talk about how it would change for an aggressive animal. 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 (PO) 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 new owners as stipulated in the brief. Some candidates did this in detail and discussed how they had to change their guide based on this self-reflection. Centres should ensure that candidates have covered all unit content in sufficient detail to allow them to utilise their knowledge and experience effectively to cover all elements within the topic in a synoptic manner.

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 of the budgeting was unrealistic whilst others had gone into great detail. 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.

Centres are reminded that they are required to provide commentary that reflects the quality of the candidate's performance rather than the detail of what the candidate is doing throughout the task. Centres should also provide the required detail when describing the quality of the candidate's performance. For example, if noting that the candidate is dextrous and fluid in their approach and can problem solve, centres should indicate how the candidate is demonstrating dexterity or fluidity and how they are able to solve problems..
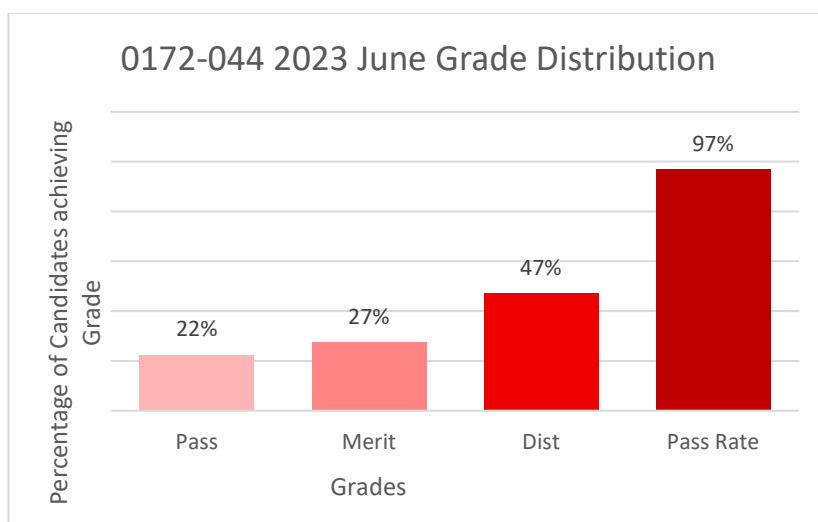
Grade Boundaries

Below identifies the final grade boundaries for this assessment:

Assessment: 0172-044
Series: 2023

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

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

Principal Moderator Commentary

There were three tasks in total covering a range of topics such as animal disease, scientific investigations, nutritional analysis, 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 the effects of the disease on the animal. Some candidates demonstrated an excellent understanding of the disease and were then able to fully relate the care and treatment to the disease, whilst others were offering simplistic explanations of what the disease does to the body, 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 elements within the topic in a synoptic manner.

The second task saw candidates planning and then carrying out a scientific investigation regarding determining the energy content of three different diets. 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 or went off topic as they were given access to the packaging and then went on to discuss crude protein and crude fibre, whilst others demonstrated highly developed laboratory skills. Centres should ensure that candidates have had sufficient time in laboratory settings to enable them to operate confidently specialised equipment. Centre are also reminded to refer to the tutor guidance to ensure candidates are not advantaged or disadvantaging by being provided with information that is not required.

The third task required candidates to discuss the suitability of the three foods for the condition of the dog. Some candidates concentrated on the energy content alone whilst other candidates gave a very detailed rounded report on both the effects and impact of the disease on the diet of the dog and the energy content of the diet in relation to what is being fed. 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.

Centres are reminded that they are required to provide commentary that reflects the quality of the candidate's performance rather than the detail of what the candidate is doing throughout the task. Centres should also provide the required detail when describing the quality of the candidate's performance. For example, if noting that the candidate is dextrous and fluid in their approach and can problem solve, centres should indicate how the candidate is demonstrating dexterity or fluidity and how they are able to solve problems..