



### *Advice for teachers*

- Ensure students understand how examinations are assessed, e.g. how the content required to answer the question links to the syllabus, and how verbs (e.g. explain, describe) inform the depth in which they need to answer.
- Ensure students can make the links between theory and on-farm practices. Quality assurance and risk management are two topics in which students struggle to make this connection. Ensure students are practised in calculating least-cost rations and understand why they would need to do so.

### ***Comments on specific sections and questions***

#### **Section One: Multiple-choice (20 Marks)**

Candidates performed relatively well in this section. The mean score of 71.5% was the highest of the three sections of the examination. Some areas which appeared to require attention were candidates' understanding of the hormones that stimulate testosterone production (Question 10) and of common artificial breeding techniques (Question 12). Question 16 on estimated breeding values, where a number of candidates selected the distractor (d), was poorly answered.

#### **Section Two: Short answer (106 Marks)**

Candidates performed reasonably well in this section, with a mean score of 68.79%. The highest mean scores were seen in Questions 22 and 26, which examined investigating animal production skills in different contexts – pedigrees and feed additives.

#### **Section Three: Extended answer (40 Marks)**

Candidates were required to complete the compulsory question (Question 28), and then choose to answer one of the other two questions (Question 29 or Question 30). Most candidates answered Question 29, addressing producing for purpose, rather than choosing Question 30, which covered sustainability and risk management. Overall, candidate responses to the Extended answer questions were generally simplistic and lacked depth in demonstrating their understanding of the topics. Assessment and management of risk, including probabilities, consequences, avoidance and mitigation, was demonstrated particularly poorly. The questions pertaining to investigating animal production, such as presenting data appropriately, developing a hypothesis and drawing conclusions, were generally answered well.