



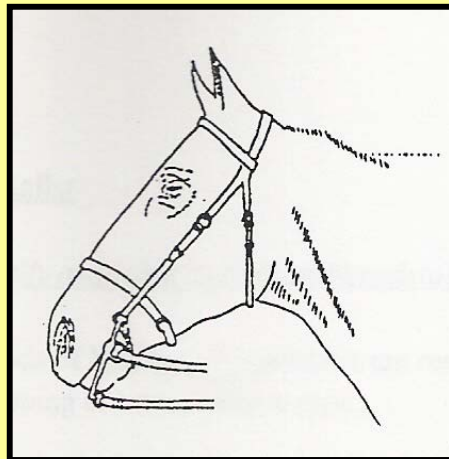
NQF Level: **1**

US No: **116190**

Assessment Guide

Primary Agriculture

Recognise Defensive Behaviour in Animals



Assessor:

Workplace / Company:

Commodity: Date:

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agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



Before we start...

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner's competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Workbook.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are available on the website of the AgriSETA and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

Title: Recognise defensive behaviour in animals

US No: 116190

NQF Level: 1

Credits: 4

This unit standard is one of the building blocks in the qualification listed below. Please mark the qualification you are currently assessing, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48970	1	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48971	1	120	<input type="checkbox"/>
National Certificate in Plant Production	48972	1	120	<input type="checkbox"/>

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

Note to Assessor:

If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarized yourself with the content of the qualification.

1

SO 1

Instructions to learner:

Role-play in groups (1a), and Group field trip with Individual written report (1b).

Learner Workbook: Page 3

Facilitator Guide: Page 12

1. Demonstrate the behaviour of at least 3 different animals.

Model Answer(s):

A learner may be able to demonstrate:

- A cat licking its paws and then wiping its paws over its ears.
- A dog turning several times in a circle before lying down.
- A peacock displaying its tail feathers.
- A bull charging.
- A pig "rooting" for its food, etc.

2. Identify and record those features that an animal uses to defend itself.

Model Answer(s):

- Animal 1:** A crow uses its beak and claws.
- Animal 2:** A springbuck uses its horns.
- Animal 3:** A horse bites with its teeth and kicks with its hooves.
- Animal 4:** A bull thrashes with its horns and butts with its head.
- Animal 5:** A cat scratches with its nails and bites with its teeth.
- Animal 6:** A dog bites with its teeth.
- Animal 7:** A hen pecks with its beak and hits with its wings and scratches with its claws.
- Animal 8:** A snake spits venom and bites with its fangs.
- Animal 9:** A chameleon changes its colour to be the same as its surroundings.
- Animal 10:** A hedgehog curls into a small spiky ball.

2

SO 2

Instructions to learner:

Individual observations and written report (2)

Learner Workbook: Page 5

Facilitator Guide: Page 14

1. Record different levels of defensive arousal in an animal species.

Model Answer(s):

In the written report the learner may capture aspects such as:

The different levels of defensive arousal of a dog:

- First the dog growls softly in its throat.
- Then it starts growling louder.
- Then it bares its teeth.
- Then it starts barking.
- Then it attacks and bites.

My Notes ...

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SO 3

Instructions to learner:
Individual observations and Group discussion (3)

Learner Workbook: Page 6 Facilitator Guide: Page 15

- 1. Demonstrate and discuss the procedure to drive farm animals.

Model Answer(s):

The learner may capture observations such as:

- It is better to make slow deliberate movements when driving the animals – when sudden movements are made the animals became skittish.
- When the handler came too close to the animals front, it turned away – when the handler stayed to the back and the side the animal moved forward.
- When the animals were in the crush it did not help to prod them to move forward – the handler just had to move forward and backward along the crush to get the animals to move forward or stop.

My Notes ...

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SO 4

Instructions to learner:

Individual work followed by Group Field Trip, discussion and individual written report (4).

Learner Workbook: Page 7

Facilitator Guide: Page 16

1. Discuss various types of handling equipment and how they are used.

Model Answer(s):

The learner may capture information such as:

- A halter is used to lead an animal onto a trailer. The halter is placed over the animals head and the animal is lead from underneath its neck.
- A bridle is used when riding a horse. The reins are attached to the cheeks of the bridle and the horse's head can be turned in the direction in which the rider wishes to move.
- A dog collar and leash is used to walk a dog. The collar is tied around the dog's neck and the leash attached to the top of it. The handler holds the handle of the leash in one hand and feeds the leash through his other hand keeping the leash slack but not loose towards the dog at his side. If the dog falls behind or tries to move ahead of the handler the handler tightens his grip on the leash through his hand and reins the dog in.

My Notes ...

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Assessment Feedback Form

Comments / Remarks	
Feedback to learner on assessment:	
Feedback from learner to assessor:	
Learner's Signature:	Date:
Assessor's Signature:	Date:

Summative Test and Attitude & Attribute Evaluation

Before the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

Unit Standard:	116190	NQF Level:	1
Learner Name:			

Questions	Model Answers
1. Define stereotypical behaviour.	Behaviour which is repetitive. Stereotypical behaviour is behaviour that is carried out in the same way each time. An example of this is the egg rolling behaviour of the goose or the way that a dog turns several times in a circle before it lies down.
2. Describe how the flight zone works.	The actual flight zone of an individual animal will vary depending on how "tame" the animal is. An animal's flight zone will vary depending on how calm it is. The flight zone gets bigger when an animal becomes excited. The flight zone is also bigger when you approach "head on". Calm cattle are easier to move. If cattle become excited, it takes 20 to 30 minutes for them to calm back down. Walking in the opposite direction of the direction of desired movement can be used to move groups of animals. Walking in the opposite direction tends to speed up movement and walking in the same direction tends to slow down movements. These principles work with all herding animals.
3. Define aggressive behaviour.	Aggressive behaviour may be defined as an offensive physical action. Aggression includes any behaviour related to fighting.

<p>4. Describe how behaviour patterns may differ at different stages of an animal's life.</p>	<p>Behaviour patterns are different at various stages of an animal's life.</p> <ul style="list-style-type: none"> • Maternal behaviour is only observed once an animal has produced young • Almost every young vertebrate shows the behaviour of hiding to avoid predators. • Play is also very prominent in early life. Kittens are playful when they are small partly to train them to catch their prey in adult life or to match their ability to that of the rest of the litter. • Most animals become more aggressive and territorial with age like bulls. 	
<p>5. Name 5 anatomical features that animals may use to defend themselves.</p>	<ul style="list-style-type: none"> ▪ Horns ▪ Stings ▪ Fangs ▪ Teeth 	<ul style="list-style-type: none"> ▪ Shells ▪ Hooves ▪ Size
<p>6. Name three ways that animals may exhibit defensive behaviour.</p>	<ul style="list-style-type: none"> ▪ Showing a greater profile (Cat rises it's hair to look bigger or a bird will puff out its feathers to look bigger) ▪ Shaking the head rapidly from side to side (Young cattle or an alerted bull) ▪ Erection of the hair along the back (Angry dog) ▪ Pawing with the foreleg (angry bull or alerted ewe) ▪ Change its colour (chameleon) 	
<p>7. Name three general principles to remember when handling animals.</p>	<ul style="list-style-type: none"> ▪ The approach and all actions should be conducted in a calm manner ▪ Sounds and noise should be limited, especially with single animals ▪ Animals should always be talked to first, to make them aware of your presence ▪ Any act or movement should be performed slowly ▪ See to it that the best aids are at hand (animal handling equipment and protective clothing) ▪ Use the most suitable facilities available. 	
<p>8. Name three factors that influence how an animal is approached.</p>	<ul style="list-style-type: none"> ▪ Kind of animal ▪ Breed ▪ Sex 	<ul style="list-style-type: none"> ▪ Age ▪ Individuals or group of animals ▪ Tame or untamed animals
<p>9. Name two pieces of animal handling equipment and describe how they are used.</p>	<p>Are used to control horses and donkeys for riding. Riding bridles could be of the single or double type while driving bridles are also provided with blinkers. Bridles usually consist of a poll piece which is attached on either side to each of the two cheek pieces, which in turn are attached to the upper cheek pieces of the bit or ring of the snaffle. It is provided with a brow band and a throat lash.</p> <p>The common type of halter consists of a circular noseband and a neckband, which is buckled on the near side to form a complete loop around the neck. The two bands are held together by a metal ring, which is situated underneath the throat. It is also connected by means of the cheek pieces on either side.</p>	

Assessment Feedback Form

Comments / Remarks	
<p>Feedback to learner on assessment and / or overall recommendations and action plan for competence:</p>	
<p>Feedback from learner to assessor:</p>	
<p>Assessment Judgement You have been found:</p> <p><input type="radio"/> Competent</p> <p><input type="radio"/> Not yet competent in this unit standard</p>	<p>Actions to follow:</p> <p><input type="radio"/> Assessor report to ETQA</p> <p><input type="radio"/> Learner results and attendance certification issued</p>
<p>Learner's Signature:</p>	<p>Date:</p>
<p>Assessor's Signature:</p>	<p>Date:</p>
<p>Moderator's Signature:</p>	<p>Date:</p>