

**Module 3**

**Animal Production**

**Portfolio of Evidence**

# Individual Formative Exercise 1

## US 116281

Explain in your own words the historical origin of animal species. (at least 100 words)

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 2

## US 116281

Complete the following quiz by writing the letter of the correct answer into the column following the numbered question: (Right the correct one next to the numbered one).

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| --- | --- | --- | --- |
| No: | Question |  | Choose the correct answer |
| 1 | Camels can go for many days without water thus can live in  |  | a. the amphibians, frogs |
| 2 | Bats use ultrasound to find their way, they can thus hunt at |  | b. mountains |
| 3 | Marshes possess both land and water and thus are ideal for  |  | c. Very deep parts of the ocean |
| 4 | The Polar Bear with its thick fur and extra body fat is ideally suited to live in the  |  | d. the deserts  |
| 5 | A goat is fleet-footed and agile and is quite comfortable living in the |  | e. their big, bugly cheeks |
| 6 | Some fish have no eyes, but small protrusions above their mouths which shine in the dark which attracts prey. These fish are highly adapted to the dark environment of the  |  | f. night |
| 7 | Some birds are well-suited to long-distance flight. They move from the northern to the southern hemisphere as soon as it gets too cold for them. This movement of birds with the season is known as  |  | g. tails |
| 8 | Squirrels like to gather food for the winter. Since they do not have hands or baskets in which to carry their food to the nests, they carry food in |  | h. the North Pole |
| 9 | Spider monkeys are very agile in the treetops. When their hands and feet are bust picking tree top food to eat, they hang from the branches with their |  | i. migration  |

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 3

## US 116281

Explain in your own words the movement of domesticated animal species under human control.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 4

## US 116281

Look at the following animal species and answer the following questions:

1. Cattle; Ostrich; Cat; Dove; Horse.
2. Whether they have a backbone
3. Whether they give birth to live young
4. Whether they suckle their young
5. What they eat (i.e., what type of stomach do they have)
6. What type of covering they have on their bodies (hair or feathers)
7. What their claws, nails or hooves look like x What their teeth look like
8. The posture of their feet when walking

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 5

## US 116281

Using a “mind-map” format list all the animals that mankind makes use of in one way or another. After you have completed this exercise, choose one animal and do research to find out more on the following:

1. The historic origin of the animal and how it was traditionally used.
2. How the animal was adapted for its modern use and how it has changed to be used today.
3. What basic biological and behavioural concepts did man use the animal for.
4. The different environments in which the animal is used.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 6

## US 116281

Using a table format list as many wild animals as you can think of that have a usefulness to man, but because of some or other biological or behavioral characteristic cannot be domesticated.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 7

## US 116285

1. With the aid of a diagram explain the cardiac cycle. What happens when the heart pumps?
2. In the explanation it must be clear where the oxygen rich and oxygen poor blood flows through the heart.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 8

## US 116285

Create a table where the anatomical origin of each of the products of animal origin is named.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 9

## US 116285

Using the table created in Exercise 8, determine which of the products can be influenced (improved) by interventions of the producer. Mention if the product’s quality or quantity can be improved and how.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 10

## US 116285

Using the table created in Exercise 8, choose those products that can be influenced by management and describe the biochemical processes that influence their production.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 11

## US 116285

What are the 15 aspects that you have to examine of an under-performing animal?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 12

## US 116285

Discuss the four factors which need to be managed correctly to reduce the chances that diseases will occur.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 13

## US 116285

Explain the difference between minerals and amino acids.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 14

## US 116285

Explain the three metabolic diseases.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 15

## US 116282

Visit your local Farmer’s Cooperative or feed manufacturer. Compile a list of protein-rich feeds and energy-rich feeds sold by this Co-operative or Feed manufacturer and obtain their prices.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 16

## US 116282

Research the role of minerals in the functioning of the body OR the role of vitamins in the body.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 17

## US 116282

Complete the following simple feed formulation quiz.

 A pregnant doe of 50 kg requires 4% of her body weight in dry matter. The leaves of trees and shrubs that she eats contain approximately 70% dry matter. However, because she is pregnant she needs a concentrated diet to make up for the protein to allow the growth of her foetus and to get her udder in a healthy condition to produce adequate milk. The ratio of concentrate to browse in her diet should be 1:3. In other words, 25% of her intake should be concentrated and 75% of her intake should be browsed.

1. How much dry matter (in kilograms) does this doe require per day?
2. Of the total dry matter (in kilograms) how much of this feed should be concentrate (in kilograms) and how much should be browse (in kilograms)? Concentrate

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Browse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you have 10 does that are pregnant and weigh 50 kilograms, how much concentrate should you have it on hand every day?
2. How many 50kg bags of feed will you need to purchase and store for the last month of the goats’ 5-month pregnancy (remember, the last month of pregnancy is very important for foetus growth and preparation for milk production)? (Tip: a month has 30 days)
3. If a 50 kg bag of feed measures 20 cm x 40 cm x 70 cm, how much space will you require in your storeroom for one month of feed?
4. How would you prepare your storeroom to receive this feed, and what system will you put in place to check the level of feed in your storeroom?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
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# Individual Formative Exercise 18

## US 116282

To be able to understand the working of an animal feed factory it is necessary to visit a factory so that everything can be explained, observed and questioned. By arrangement, the facilitator will take you to an animal feed factory. Be attentive; ask questions, make sketches of the equipment that you see, draw process flow diagrams to illustrate the movement of feed ingredients through the entire process. Answer the following questions:

1. The origin of all the ingredients that they use in the factory.
2. The transport and the way the raw products are received.
3. The storage of the raw products.
4. The preservation of the raw products as well as the finished products.
5. The control of pests such as insects and rodents that may damage the raw products.
6. The handling of the raw product during the process. How they make sure that the correct amount of the product is mixed in the correct ratio.
7. How they make use of alternative products to replace a product that is not available at that time.
8. How they mix small amounts into big amounts.
9. Their quality control methods ensure that the finished product meets the minimum requirements of the product.
10. How they handle the roughage that they use to produce complete feeds.
11. How they use concentrates and handle them.
12. Make sure that you understand how they make use of computer programs to balance their rations.
13. Make sure that you understand what types of rations they produce and why are some of the rations sold in bulk form and others in bags.
14. Ask the persons what the expected shelf life of their products are.
15. Ask the person to give a brief explanation of the different acts that regulate the feed industry or where you can get the act.
16. After you visit the commercial feed factory, feed mill or feed manufacturer, write a short report on your visit and hand it in as part of your portfolio of evidence.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 19

## US 116282

Although Africa, including South Africa, is known for its seasonal droughts and times of feed scarcity, very little feed preservation takes place in smallholder agriculture. You have realised that this is a simple and yet very useful technology, which can do much to reduce famines and hardship for livestock owners. Because of your conviction in this regard, you have been approached by the Comprehensive African Agricultural Development Programme (CAADP) of NEPAD (New Partnership for Africa’s Development) to prepare a short, informative leaflet regarding the benefits, methodology and simplicity of feed preservation.

Keep in mind that many of the small farmers that this pamphlet will serve cannot read or write. Be creative!

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 20

## US 116282

Write a paragraph on how to maintain feed quality through the application of good manufacturing practices.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 21

## US 116282

Obtain the Farm Feed Act of 1947 (Act no 36) and Notice 498 of 2006 Annexure A “South African Policy on Animal Feeds” from the AFMA website (www.afma.co.za).

Study these documents carefully and write a 1-page summary of those aspects that will have practical implications for mixing of feed on your production unit. For example, if the feed you are mixing is for your use only, the feed labelling regulations may not be relevant to your situation. However, the use of certain feed additives is prohibited, and you will not be able to use these additives in your rations since your livestock or livestock product will be sold for public consumption. Note: The implications of the Farm Feed Act will be completely different between a farm that mixes its feed for its own use and a feed manufacturing company that manufactures farm feeds for sale.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 22

## US 116282

1. You own a herd of 50 sheep that graze natural pastures. Half of them weigh 40kg, the other half weighs 50kg. Assume that the dry matter intake of these sheep is 2.5% of their body mass per day. Work out the dry matter feed requirements of this herd for one month (30 days).
2. Assume that the weight gain of the sheep weighing 50 kg is 150 g per day. What is the feed conversion ratio of this part of your herd? Is this feed conversion ratio better or worse than the feed conversion ratio of 6.8 given in the feedlot steer example above? Why do you think this is so?
3. If you obtained a feed conversion ratio of 4 in your “SUPER” herd of sheep, how much weight would they be gaining every day (both the 40kg sheep and the 50kg sheep)?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 23

## US 116282

Using the information provided in this session prepare a feed flow calendar for a herd of sheep grazing in a summer rainfall area. Indicate where supplementation should occur and what type of supplementation should take place. Assume that the female flock is mated in March. Gestation in small stock is 5 months. Weaning takes place at 4 months.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 24

## US 116308

Arrange an outing to a farmer to demonstrate the treatment of:

1. External parasites (dipping)
2. Internal parasites (dosing)
3. Dosing remedies, tablets and dry powder
4. Vaccinating animals
5. Using a gag
6. Make sure of the handling of the insecticides and cleaning equipment that the instructor used.
7. Note the sequence of the whole procedure.
8. How the strength of the concentration of the insecticide (or dip) is kept at an effective level.
9. How the vaccines are cared for.
10. The calibrating of the equipment.

Write short notes on your observation of the procedures and hand them in as part of your portfolio of evidence. Use the headings given.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 25

## US 116308

Perform a clinical examination of an animal on the farm where you are doing your practical training. Write a paragraph on each aspect:

For systematic examination you should look at:

* Skin and the hair coat
* Skeleton and movement systems
* Respiration systems
* Circulatory systems
* Digestive systems
* Nervous systems
* Uri-genital systems
* Sensory organs

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 26

## US 116308

Obtain a copy of records kept on the farm where the practical training is performed including records of all vaccinations and other treatments and performed to enhance the health and productivity of the animals in production.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 27

## US 116308

Calculate and write a report on the correct dosage of medicines used on a cow or any other animal on a Farm. The treatments must include vaccination against internal parasites, external parasites, dipping of any kind and treatment for infection like an abscess or similar kind of infection.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 28

## US 116308

Write a report on the correct handling and hygienic administration of medicines used for the treatment of farm animals.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 29

## US 116308

Design a vaccination and a dosing program for the region of your origin.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 30A

## US 116318

Read the handout where the wool production in kg of 50 merino sheep is recorded. You must do the following

1. Work out the average production of wool.
2. Sort the animals that produce between 1 and 1.4 kg of wool together as “Individual 1kg”. Then sort the animals that produce between 1.5 and 2.4 kg of wool together as “Individual 2kg” and so on until you reach the “6 kg Individual” l.
3. Draw a graph with the number of animals on the y-axis and the wool production in kg on the x-axis.
4. Now plot the number of animals (as per Individual 1kg, 2kg ext.) on the graph.
5. Establish the average production and mark it on the x-axis as x-. That indicates the average.
6. Select all the animals that produce more than 5 kg of wool per year.
7. Work out the average of the selected Individual’s production.
8. Mark the average of the selected Individual on graph x--.
9. What is the difference between x- and x--?
10. What is this difference called?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 30B

## US 116318

1. Work out the number of ewes that must be replaced if a farmer replaces 25% of his flock ewes every year.
2. He aims to cull about 20% of his ewes for reasons other than production.
3. If he intends to replace the ewes with the best half of his ewe lambs work out what the lowest lambing percentage will enable him to do so.
4. Discuss your answers.

Note: Remember if he has a 100% lambing percentage, then only half of the lambs will be

ewes

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 31

## US 116318

Write a short report on one of the following progenies testing schemes:

1. Pig performance testing scheme.
2. Beef cattle – performance testing scheme.
3. Dairy cattle – performance testing scheme.
4. One of the sheep performance testing schemes.

The assignment must address the following:

1. History of the scheme.
2. Testing centers of the scheme.
3. Animals that can participate in the scheme.
4. Control of the scheme.
5. How can it form part of a breeding plan?
6. Cost of participation.
7. Who will participate in the scheme?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 32A

## US 116318

Select a farming enterprise.

Plan a management programme for the enterprise where you give weekly instruction on what you plan must happen on the enterprise regarding the breeding of the animals on the farm. Instruct on the breeding methods and supplementary nutrition that must be implemented.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 32B

## US 116318

Do the research and write a short report on the different ways that pregnancy tests on farm animals can be performed. Hand in the assignment as part of your portfolio of evidence.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 33

## US 16300

Write a report in which you discuss the factors that may lead to defensive animal behaviour on a specific production unit (farm). This report should include references to:

1. The type of animal in the production system,
2. The different stages of production (age, breeding stage),
3. The various management processes that are performed on the animals throughout the year (ear-tagging, castration, dipping etc.)
4. The animal handling facilities and equipment are available in the production unit.
5. Ensure that your report does not merely name the factors but also describes the reasons for these factors being important considerations in assessing the risk of defensive behaviour.

Your report should not be shorter than four pages.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 34

## US 16300

Scenario:

A gusty wind came up and blew Themba’s data collection sheets into the containment area of the cows. One of the labourers climbed over the calves in the crush to retrieve the papers. His boots were full of manure and he slipped on the railing and fell into the crush onto a calf, causing the calf to become excited. The dam of this calf then charged at the labourer inside the crush, hitting the railing and causing a gushing bleeding injury to its head. The labourer is not hurt.

How should Themba handle the situation? Explain in detail his immediate response as well as methods to prevent this situation in future.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 35

## US 16300

Name any six problems that may occur in a production unit.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 36

## US 16300

Obtain a copy of the Occupational Health and Safety Act (1993). Read through the Act and extract all the clauses which may have relevance to an Animal Production Unit and specifically Animal Handling and Management.

Then:

Develop a “Workplace Health and Safety” manual. This manual should include items regarding:

1. Information regarding the circumstances of animal defensive behaviour,
2. Correct animal handling procedures
3. Maintenance and use of animal handling equipment and infrastructure.
4. Where the First Aid Kit is kept (and its minimum contents).
5. Location of telephones and emergency numbers.
6. Who are the Health and Safety officers are and how to contact them? (At least one person. should be trained in first aid)
7. Who to contact in case of a medical emergency (both human and animal)?
8. Who to contact in case a dangerous animal has escaped into a public space?
9. Which level of worker is allowed to work with what category of the animal under what circumstances?
10. What protective wear is expected to be used under what circumstances?
11. Who is allowed to administer sedative drugs to animals, where they are kept and how they should be administered?
12. If biosecurity (public protection from contamination with animal pathogens) is relevant,
13. procedures to apply Biosecurity should be listed.

Tip: Create imaginary names, telephone numbers etc. as if you were writing the manual for an actual workplace. In the future, you can adapt this manual for actual use in a workplace (Which will greatly impress your new employer!)

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 37

## US 16300

Explain the following:

1. Crush pens
2. Mobile crushes
3. Body clamp

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 38

## US 119471

Read:

**The Troubles Of Shopping In Russia** by Dev Murarka

A large crowd gathered outside a photographic studio in Arbat Street, one of the busiest shopping streets in Moscow, recently. There was no policeman within sight and the crowd was blocking the pavement. The centre of the attraction – and amusement – was a fairly well-dressed man, perhaps some official, who was waving his arm out of the ventilation window of the studio and begging to be allowed out. The woman in charge of the studio was standing outside and arguing with him. The man had arrived just when the studio was about to close for lunch and insisted upon taking delivery of some prints which had been promised to him. He refused to wait so the staff had locked the shop and gone away for lunch.

The incident was an extreme example of a common attitude in service industries in the Soviet Union generally, and especially in Moscow. Shop assistants do not consider the customer as a valuable client but as a nuisance of some kind who has to be treated with little ceremony and without much concern for his requirements. For nearly a decade, the Soviet authorities have been trying to improve the service facilities. More shops are being opened, more restaurants are being established and the press frequently runs campaigns urging better service in shops and places of entertainment.

It is all to no avail. The main reason for this is the shortage of staff. Young people are more and more reluctant to make a career in shops, restaurants, and other such establishments. Older staff are gradually retiring, and this leaves a big gap. It is not at all unusual to see part of a restaurant or a shop roped off because there is nobody available to serve. Sometimes, establishments have been known to be closed for several days because of this. One reason for the unpopularity of jobs in the service industries is their low prestige.

Soviet papers and journals have reported that people generally consider most shop assistants to be dishonest and this conviction remains unshakeable. Several directors of business establishments, for instance, who are loudest in complaining about the shortage of labour, are also equally vehement that they will not let their children have anything to do with trade. The greatest irritant for the people is not the shortage of goods but the time consumed in hunting for them and queueing up to buy them. This naturally causes ill-feeling between the shoppers and the assistants behind the counters, though often it may not be the fault of the assistants at all. This, too, damages the hope of attracting recruits. Many educated youngsters would be ashamed to have to behave in such a negative way. Rules and regulations laid down by shop managers often have little regard for logic or convenience. An irate Soviet journalist recently told of his experiences when trying to have an electric shaver repaired. Outside a repair shop, he saw a notice: 'Repairs done within 45 minutes.' After queueing for 45 minutes, he was asked what brand of shaver he owned. He identified it and was told that the shop only mended shavers made in a particular factory, and he would have to go to another shop, four miles away. When he complained, the red-faced girl behind the counter could only tell him miserably that those were her instructions. All organisations connected with youth, particularly the Young Communist League (Komsomol), have been instructed to help in the campaign for better recruitment to service industries. The Komsomol provides a nicely printed application form which is given to anyone asking for a job. But one district head of a distribution organisation claimed that in the last 10 years only one person. had come to him with this form. ‘We do not need fancy paper. We need people!’ he said. More and more people are arguing that the only way to solve the problem is to introduce mechanisation. In grocery stores, for instance, the workload could be made easier with mechanical devices to move sacks and heavy packages. The shortages of workers are bringing unfortunate consequences in other areas. Minor rackets flourish. Only a few days ago, Pravda, the Communist Party newspaper, carried along with a humorous feature about a plumber who earns a lot of extra money on the side and gets gloriously drunk every night. He is nominally in charge of looking after 300 fiats and is paid for it. But whenever he has a repair job to do, he manages to screw some more money from the fiat dwellers, pretending that spare parts are required. Complaints against him have no effect because the housing board responsible is afraid that they will be unable to get a replacement. In a few years, things could be even worse if the supply of recruits to these jobs dries up altogether. 800 words Write down the time taken to read this passage and then attempt the Comprehension Test.

**COMPREHENSION TEST**

Select the most suitable answer in each case. Do not refer back to the passage.

Retention

1. The large crowd in Arbat Street was gathered outside:
2. a restaurant.
3. a shop.
4. a block of flats.
5. a photographic studio.
6. Shop assistants consider the customer as:
7. a valuable client.
8. an equal.
9. a nuisance.
10. an enemy.
11. One reason given in the passage for the unpopularity of jobs in service industries is:
12. long hours.
13. low prestige.
14. low wages.
15. the work is hard.
16. More and more people are arguing that the only way to solve the problem is to:
17. rope off parts of restaurants.
18. introduce mechanisation.
19. offer high wages.
20. have a campaign for better recruitment.
21. The man who earned a lot of extra money on the side' was:
22. a plumber.
23. a journalist
24. a repairer of electric shavers.
25. an official.
26. Interpretation great success. In trying to improve service facilities, the Soviet authorities are having:
27. some success.
28. little success.
29. no success.
30. The man who had been locked in the photographic studio was:
31. angry.
32. unconcerned.
33. embarrassed.
34. afraid.
35. The rules and regulations laid down by shop managers are generally:
36. helpful.
37. necessary.
38. impossible to carry out.
39. unhelpful.
40. The girl in the shaver repair shop was 'red-faced' because she was :
41. healthy
42. embarrassed
43. angry
44. crying.
45. One effect of the shortage of workers in service industries is that:
46. corruption is encouraged.
47. prices rise.
48. wages rise.
49. mechanization is introduced.

|  |  |  |
| --- | --- | --- |
| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|   |   |   |   |   |   |

# Individual Formative Exercise 39

## US 119471

Instructions

This passage may be used in three different ways. You decide how to read it.

1. If you use the passage as a rapid reading exercise: Follow the usual procedure. As a comprehension test, attempt the summary or one of the discussion questions listed at the end of the passage.
2. If you use the passage as a skimming exercise: Skim through the Declaration as quickly as you can and find the answers to as many of the following questions as possible. Time the exercise and limit yourself to two minutes or less. Do not count the time it takes you to write your answers as part of your skimming time.
3. Which article states: 'Everyone has the right of life, liberty and security of person?
4. What does Article 24 state?
5. Which article states: 'Everyone, without any discrimination, has the right to equal pay for equal work'?
6. How many articles are there in the Declaration?
7. Which article states: ' All human beings are born free and equal in dignity and rights?
8. If you use the passage as a study exercise: Study, the Declaration carefully and then summarise its contents as instructed in the Comprehension Test at the end of the passage or attempt an answer to one of the questions for Discussion which follow it. You may look briefly at the Comprehension Test before beginning the exercise. A higher standard of answer should be expected than if you attempt the rapid reading exercise on this passage.

**UNIVERSAL DECLARATION OF HUMAN RIGHTS**

Preamble

Whereas recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy the freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people, Whereas it is essential if the man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law. Whereas it is essential to promote the development of friendly relations between nations, Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom, Whereas the Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms, Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge.

Now therefore THE GENERAL ASSEMBLY proclaims.

This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2.**

Everyone is entitled to all the rights and freedoms outlined in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or another opinion, national or social origin, property, birth or another status. Furthermore, no distinction shall be made based on the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitations of sovereignty.

**Article 3.**

Everyone has the right to life, liberty and security of person.

**Article 4.**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5.**

No one shall be subjected to torture or cruel, inhuman or degrading treatment or punishment.

**Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

**Article 7.**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and any incitement to such discrimination.

**Article 8.**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9.**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and any criminal charge against him.

**Article 11.**

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to the law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12.**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection: of the law against such interference or attacks.

**Article 13.**

1. Everyone has the right to freedom of movement and residence within the borders of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14.**

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from
3. non-political crimes or acts contrary to the purposes and principles of the United Nations.

**Article 15.**

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16.**

1. Men and women of full age, without any limitations due to race, nationality or religion, have the right to marry and to find a family. They are entitled to equal rights as to marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental Individual unit of society and is entitled to protection by society and the State.

**Article 17**

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

**Article 18.**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19.**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20.**

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

**Article 21.**

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by an equivalent free voting procedure.

**Article 22.**

Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international cooperation and following the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Article 23.**

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25.**

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26.**

1. Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and Professional education shall be made generally available and higher education shall be equally accessible to all based on merit.
2. Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious Individuals, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27.**

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28.**

Everyone is entitled to a social and international order in which the rights and freedoms outlined in this Declaration can be fully realised.

**Article 29.**

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely to secure due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30.**

Nothing in this Declaration may be interpreted as implying for any State, Individual or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

**COMPREHENSION** **TEST**

In about 250 words and without referring back to the passage, summarize the principal provisions of the Universal Declaration of Human Rights.

Then answer the following questions:

1. How far does the Declaration set down what you would consider being a realistic definition of human rights?
2. Which countries would you say came closest to practising the pledges of the Declaration?
3. Which rights have they so far failed to provide?
4. Which countries would you say have so far largely failed to grant their citizens a substantial proportion of the rights laid down in the Declaration? Of which rights are their people most in need?
5. Are there any 'human rights' described in the Declaration with which you do not agree?
6. Are there any 'human rights' omitted from the Declaration which you would add?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 40

## US 119471

Name the rules that should be observed to ensure a successful brainstorming session.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 41

## US 119471

Write a paragraph of about 100 words on Speed reading.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 42

## US 119462

Name the six styles (of author Speed Leas), to Discover Your Conflict Management Style.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 43

## US 119462

Name six causes of conflict.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 44

## US 119462

Discuss one of the causes of conflict.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 45

## US 119462

List the 12 ways that we can use to improve our listening habits.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 46

## US 119462

Explain the difference between closed and open questions.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 47

## US 119462

Read each situation.

Make up a response to the statement, which reflects the unexpressed feelings that the other person seems to be experiencing.

REFLECTING FEELINGS WORKSHEET

Situation 1: A client is fretting about her upcoming medical. She says, "Do you think I'll do OK?"

Situation 2: A client says, "It’s to the point now that I don’t like to come into the city to drop off my contribution, as I am afraid of being mugged."

Situation 3: A client says, I am tired of being passed from one department to the next without having my query resolved."

Situation 4: A colleague says with a little laugh, "I can't believe I went out this morning with that rip in the back of my pants."

Situation 5: A broker says, "Whew! I'm really glad that New Business application has finally been accepted."

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S1A

## US 116285

Answer the following questions:

1. During the ages what aspect contributed to variation the most?
2. What is meant by natural selection?
3. What happens to animals that are not adapted to their environment?
4. Give examples of domesticated animals that are widely adapted to different climatic environments.
5. Give an example of a domesticated species that has changed a lot throughout human history because they have migrated through different climatic zones and have changed to adapt to their new environment.
6. Who developed the system of scientific classification of plants and animals?
7. How many levels of Individuals are there in the classification systems?
8. Animals fall under what Kingdom?
9. Name the phylum that most farm animals like sheep, cattle, horses, cats, dogs and chickens are classified into?
10. Name five animals that are used by man to benefit.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S1B

## US 116285

Answer the following questions:

1. Give the four categories the bones in the body are divided into?
2. Give the divisions of the skeleton
3. Name the Individuals in which the muscles of the body can be divided with an example of each.
4. Name the composition of the nervous system.
5. Name the fractions of Blood.
6. Give the composition of Blood Plasma.
7. Name the cellular elements of Blood.
8. Name the 6 functions of the Kidney.
9. Name the 7 Hormones of the anterior pituitary.
10. Name 5 ductless glands in the body.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S2

## US 116282

Answer the following questions:

1. What Nutrients are known as the building blocks of the body structure?
2. Name the 10 essential Amino Acids
3. Name the two main Individuals of vitamins.
4. What is the most abundant mineral in the skeleton of the farm animal?
5. Do all animals need vitamin C through their diet, motivate?
6. Name the 3 factors which can influence an animal's nutrient requirements.
7. Define maintenance ratio.
8. What is the last ingredient that should be added to the feed mixture?
9. Name the two types of feed mixing systems.
10. Name 3 factors that influence the quality of hay.
11. Name 3 problems that may arise in rations.
12. What does GMP stand for?
13. What act controls the farm feed industry?
14. Define feed conversion ratio?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S3

## US 116308

Answer the following question:

1. Define the term pathogen.
2. Define the term nutritional supplements.
3. Why is it preferred to dehorn a calf between the ages of 2 to 4 weeks old?
4. Name the 6 routes used to vaccinate farm animals.
5. Name the 11 key points to examine when performing a clinical examination of a farm animal.
6. What is the difference between live and killed vaccines?
7. What are the advantages of keeping records of the diseases and treatments administrated to an animal?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S4

## US 116318

Answer the following questions:

1. What is meant by the term locus?
2. What is meant by the term genome?
3. What is meant by the term F1?
4. What is the difference between haploid and diploid?
5. What is the importance of the process of meiosis?
6. What is meant by the term genotype?
7. Name the 3 factors that will determine the success of a breeding system?
8. What is meant by the term Heterosis?
9. What is AI?
10. Identify methods to ensure the success of mating?

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S5

## US 16300

Answer the following questions:

1. Name 3 steps in accessing the potential risk of a production unit.
2. List 3 questions that should be asked when accessing risk in an animal production unit.
3. Describe the characteristics of an animal's vision that makes them prone to "baulk" or "spook".
4. Name the 5 characteristic signs of fear of aggression in animals.
5. Make 3 suggestions for improving safety cattle handling.
6. List 6 problems that can occur in an animal production unit.
7. List 5 aspects of a Workplace Health and Safety policy.
8. Name 3 principles of good handling facility design.
9. List 5 items that should be in a first aid kit.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Summative S6

## US 119462

1. Brainstorm a topic of your choice. Draw a mind map to show all the relevant aspects.
2. Choose one of these aspects and draw a mind map with all the factors relevant to that specific aspect.
3. List the general rules that should be looked at when you prepare your work cited list.
4. Good reading strategies help you to read in a very efficient way.
5. Name all 6 strategies. Then discuss one of them.
6. Name the 5 important aspects of the negotiation strategy.
7. Name the 5 styles in conflict handling.
8. Discuss how body movement is a strong indicator of how you feel.
9. Explain the following terms of vocal qualities: Volume, Pitch and Clarity.

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| **First Attempt** | **Second Attempt** | **Third Attempt** |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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