

*National Curriculum Statement (NCS)*

*Curriculum and Assessment  
Policy Statement*



*Further Education and Training Phase  
Grades 10 – 12*





**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**CURRICULUM AND ASSESSMENT POLICY STATEMENT  
GRADES 10 – 12**

**EQUINE STUDIES**

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## SECTION 1

### INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR EQUINE STUDIES GRADES 10 – 12

#### 1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R – 12.

#### 1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
  - (i) *Curriculum and Assessment Policy Statements for each approved school subject;*
  - (ii) *The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and*
  - (iii) *The policy document, National Protocol for Assessment Grades R – 12 (January 2012).*
- (b) The *National Curriculum Statement Grades R – 12 (January 2012)* replaces the two current national curricula statements, namely the
  - (i) *Revised National Curriculum Statement Grades R – 9, Government Gazette No. 23406 of 31 May 2002, and*
  - (ii) *National Curriculum Statement Grades 10 – 12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R – 12 (January 2012)* during the period 2012 – 2014:
  - (i) *The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R – 9 and Grades 10 – 12;*
  - (ii) *The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band d, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;*
  - (iii) *The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;*

- (iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and*
  - (v) *The policy document, an addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.*
- (d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R –12*. It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### **1.3 General aims of the South African Curriculum**

- (a) The *National Curriculum Statement Grades R –12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R –12 serves the purposes of:
  - equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace; and
  - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R – 12 is based on the following principles:
  - Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
  - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
  - Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
  - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R – 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;
  - organise and manage themselves and their activities responsibly and effectively;
  - collect, analyse, organise and critically evaluate information;
  - communicate effectively using visual, symbolic and/or language skills in various modes;
  - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
  - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

## 1.4 Time Allocation

### 1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1 – 2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills	<b>6</b>	<b>6</b>	<b>7</b>
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
<b>TOTAL</b>	<b>23</b>	<b>23</b>	<b>25</b>

- (b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.
- (c) Ten hours are allocated for languages in Grades R – 2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1 – 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.
- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

### 1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills	<b>4</b>
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
<b>TOTAL</b>	<b>27,5</b>

### 1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
<b>TOTAL</b>	<b>27,5</b>

### 1.4.4 Grades 10 –12

(a) The instructional time in Grades 10 – 12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	<b>4.5</b>
First Additional Language	<b>4.5</b>
Mathematics	<b>4.5</b>
Life Orientation	<b>2</b>
A minimum of any three subjects selected from <b>Group B</b> Annexure B, Tables B1 – B8 of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	<b>12 (3 × 4h)</b>
<b>total</b>	<b>27,5</b>

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## **SECTION 2**

### **INTRODUCTION TO EQUINE STUDIES**

Equine Studies is the study of the horse as a living organism as well as in its relationship to society. Equine Studies combines theory and practice, enabling learners to apply specific principles when working with horses in a variety of contexts and for a variety of purposes that have economic, aesthetic, social and/or cultural value.

#### **2.1 THE MAIN TOPICS OF EQUINE STUDIES**

##### **Topic 1: Equine Nutrition**

*The learner is able to analyse and explain the feeding and nutrition of horses*

This Topic addresses the need for learners to understand that they must care for the horse daily and ensure that the best nutrition is provided according to the purpose for which the horse will be used. The practical components within this outcome will ensure that the learner handler develops a bond with the horse and the ability to understand the nutritional requirements of the horse.

##### **Topic 2: Equine Anatomy**

*The learner is able to understand and explain various aspects of anatomy in horses*

This Topic is to assist learners to gain the knowledge needed to support their handling of horses across a wide range of contexts and purposes. They must understand the anatomy, physiology and behaviour of a horse in order to make informed decisions about the best and most sustainable environment, nutrition, and care of the horse to ensure a high standard of performance. This Topic captures the knowledge, processes and skills required for effective horse breeding. Knowledge of the relevant practices, systems and technologies required by each specific context within the industry enables learners to address breeding related problems in horses.

##### **Topic 3: Riding Proficiency**

*The learner is able to ride horses in a manner sufficient for the purpose of study*

This Topic is to assist learners to develop horse-riding skills that allow them to handle and care for horses demonstrating the level of horsemanship required in the various applications of equine studies. Effective handling of horses is enhanced by the ability to ride. Learners are not expected to be expert riders, but should be able to meet minimum levels of proficiency as set by the requirements of the nominated competition discipline according to internationally accepted procedures.

##### **Topic 4: Equine Health Care**

*The learner is able to develop skills and thought processes in order to care for horses according to internationally accepted procedures*

The focus of this Topic is the knowledge of correct handling procedures and the understanding of problems and diseases specific to horses. Learners will be empowered to care for horses in a manner which prevents such problems and diseases from occurring, or recognises the symptoms and manages these before permanent damage is caused. Learners can utilise the understanding gained to improve the quality of life and to enhance the performance of the horses in their care.

## **2.2 THE SPECIFIC AIMS OF EQUINE STUDIES ARE TO TEACH AND PREPARE LEARNERS TO:**

- understand the social contribution of the subject, Equine Studies, with regard to the promotion of a culture of human rights, economic growth sustainability as a tool for change, improving the quality of life and providing solutions that are responsive to individual and community needs;
- foster a positive attitude towards a rural lifestyle associated with equine activity in general;
- give learners insight into the management of an equine enterprise and to be acquainted with the discipline of a well organised equine yard;
- organise and manage activities responsibly and effectively collect, analyse, critically evaluate and present information;
- be exposed to techniques and skills specific to Equine Studies;
- communicate effectively using verbal, written, visual, graphical, electronic communication and mathematical skills as applied to Equine Studies;
- be competent, informed, and responsible citizens (knowledge and skills) in the field of life sciences (while managing the resources), caring for the environment, (attitudes and values) by addressing indigenous knowledge and social issues;
- creatively and critically think in an equine environment amongst others, to develop and enhance entrepreneurial skills;
- identify and solve problems by exposure to the equine environment;
- care for the environment, through the management of natural resources and the acceptable treatment of horses;
- acquire and utilise relevant technology in the equine industry; and
- have access to and value lifelong learning, as well as possible career opportunities.

Through the study of Equine Studies, learners can develop an understanding of the interrelationship of science, technology, indigenous knowledge, environment, and society. A study of concepts and processes in Equine Studies uses contributions from the past to inform the present, and therefore promotes construction of new knowledge. Exploring indigenous knowledge systems related to horses and to science exposes learners to different worldviews and allows them to appreciate, compare and evaluate different scientific perspectives.

Equine Studies will include the following industry related activities, according to various industrial sectors:

- Equine breeding enterprises
- Equine conformation for equestrian sports
- Equine conformation for horse racing
- Equine health care
- Equine transportation

The following concepts must be embedded in Equine Studies:

- the horse is a living organism that requires care and management
- animal rights in accordance with South African legislation are applicable to the horse
- the horse has a historical relationship with man and society, has been influenced by society and has, in turn, influenced the development of society

Equine Studies should take into account the historical context of the equine industry in South Africa and the need for sustainable equine activity and equity. The subject Equine Studies operates within the broader context of transformative legislation and policies such as those related to the environment, labour, and other relevant provisions.

Equine Studies consists of the following:

- **Management skills**  
Knowledge and skills regarding the planning, organising, guiding, controlling and evaluation of the factors of care and production in order to achieve sustainable equine enterprises
- **Entrepreneurial skills**  
Imparting entrepreneurial skills applicable to the equine industry to the next generation of equine specialists
- **Equine production**  
Equine genetic resources; breeding; specific feeding and planning of rations; equine health and welfare; production systems; production facilities; risk management; and financial aspects
- **Scientific inquiry and problem-solving skills**  
Equine Studies introduces the learner to the essential skills, arts and techniques of basic scientific research. The skills that learners develop and use in Equine Studies allow them to solve problems, think critically, make decisions, find answers and satisfy their curiosity. They are the focus of learning and assessment activities in the classroom. These skills cannot be developed in isolation. They are best developed within the context of an expanding framework of knowledge. Learners have been introduced to some of these skills in Natural Sciences in the General Education and Training band, but these skills need further development. In addition, new skills need to be developed.

### 2.3 EQUINE STUDIES CAREER OPPORTUNITIES

The subject of Equine Studies builds on the Natural Sciences, Economic and Management Sciences, Mathematical Sciences, Technology, Social Sciences, and Arts and Culture from the General Education and Training band. It also links with the following subjects in the Further Vocational Education and Training band:

- Management Sciences
- Physical, Agricultural and Life Sciences
- Economic Sciences

The subject is designed to provide learners with a sound practice-orientated base that integrates theoretical and practical competencies. It also encourages the development of entrepreneurial skills and allows learners opportunities to become economically productive citizens.

The subject opens the gateway to the world of work through equipping learners with the knowledge, skills, attitudes and values required in the equine industry:

Equestrian athlete

- Equine Stud Owner and Breeder
- Equine Stud Foreman and Labourer
- Equine Stable Yard Owner
- Equine Stable Yard Manager
- Riding Instructor
- Horse Racing Official
- Horse Racing Trainer and Assistant Trainer
- Researcher
- Extension officer
- Teacher
- Veterinarian
- Human Resources Officer
- Equestrian Sports Official

It paves the way to the Higher Education band, providing the base for a number of courses at Technikons and Universities:

- Veterinary Science
- Life Sciences
- Chemical Engineering (depending on combination of subjects)
- Agricultural Sciences
- Animal Husbandry
- Veterinary Nursing
- Laboratory Technicians' Courses
- Equine Physiotherapy
- Equine Rehabilitation
- Equestrian Sport Coach

## SECTION 3

### 3.1 OVERVIEW OF TOPICS

#### Topic 1: Equine Nutrition

*The learner is able to analyse and explain the feeding and nutrition of horses*

We know this when the learner is able to:

##### Grade 10

- describe the feeding regimen of stable yard routine
- feed and water a horse according to a given feeding plan
- describe the feeding and watering requirements of a horse during transportation

##### Grade 11

- supervise the feeding and watering of a string of horses according to a given feeding plan
- recognise and describe the conditions of malnutrition and overfeeding

##### Grade 12

- explain the digestion of different horse feeds
- understand and describe the role of nutrients and proteins in the feeding and nutrition of horses
  - describe the nutrients and proteins essential for good health in horses
  - explain the processes of digestion and absorption of nutrients and proteins in horses
- analyse the importance of correct feeding for horses
  - analyse a horse's existing body structure in sport and performance horses
  - explain the different feeding plans for a range of purposes and stages of training
  - explain the techniques of horse feeding for a range of horse types
- draw up and evaluate feeding plans and exercise programmes for a range of specific competitive disciplines, e.g. show-jumping, dressage, eventing, racing, endurance, polo-crosse; polo; reining; tent-pegging, etc.

#### Topic 2: Equine Anatomy

*The learner is able to apply knowledge of equine anatomy and physiology to evaluate a horse's performance*

We know this when the learner is able to:

##### Grade 10

- describe the history of the horse's development
  - describe and explain the adaptation of horses to climatic conditions including but not limited to warm, cold, humid and arid conditions
  - explain the influences of horses on mankind and society including but not limited to agriculture, warfare, transport, sport and leisure
- list and label a diagram of the points of a horse
- describe the distinguishing features of a horse
  - explain conformation (body structure) according to type, breed and purpose
  - explain the range of colours and descriptions of a horse

- know and describe how to identify horses according to accepted international specifications (DNA, blood typing, microchipping and horse passport procedures)
- understand and use the terminology of scientific classification of horses
- explain the structure of the horse's skeleton including the role of bones, muscles and ligaments
  - label a diagram of the skeleton
  - describe the functions of each major bone, muscle and ligament
  - explain movement and rotation of the horse's limbs
- explain the conditions of the horse's major bones, muscles, tendons and ligaments
  - describe the signs of healthy bone, muscle, tendon and ligament development in horses
  - describe the signs of common bone, muscle, tendon and ligament diseases such as arthritis, osteoarthritis, ringbone, bone and bog spavin, splints and sore shins
- describe the structure and function of the horse's foot
  - label the parts
  - describe the signs of a healthy and well-shod horse's hoof
- demonstrate an understanding of the gastro-intestinal tract
  - label a diagram of the gastro-intestinal tract
  - explain the functions of each part
  - recognise and explain simple problems related to the gastro-intestinal tract\
- explain the respiratory system of horses
  - label a diagram of both the upper and lower respiratory system
  - explain the functions of each part
  - describe signs of respiratory distress
- document observation of visit to a stud farm

### **Grade 11**

- know and describe the structure of the horse's feet and legs
  - explain the importance of the feet and legs in a range of different horse types
  - label a diagram of the foot and leg of a horse (both fore- and hind leg)
  - explain the need for shoeing a horse
- identify the conformation predisposing horses to lameness
  - evaluate lameness in a horse in the stable, when led by hand and when being ridden
  - analyse the gait of a horse suspected of lameness
  - explain the procedure of flexion testing in a horse suspected of lameness
- explain the heart, muscles and urinary system of horses
  - label a diagram of the heart and urinary system of a horse
  - explain the functions of each part of the system
  - explain the direction of blood flow in horses
  - explain the role of muscles in a horse' physical performance
  - explain the steps in detecting early signs of renal complications in horses
- keep a journal describing the daily routine of a stud farm
  - document the different treatment of mares and stallions
  - explain why horses are gelded
  - describe the procedure of gelding

### **Grade 12**

- explain complex aspects of anatomy in horses
- apply knowledge of anatomy and physiology to an understanding of problems in performance and physical condition

- describe symptoms of equine muscle diseases such as Exertional Rhabdomyolysis
- explain the problems and conditions associated with the equine respiratory system (both upper and lower respiratory systems)
- recognise and describe symptoms of gastro-intestinal problems such as colic and gastric ulcers
- explain problems with oesophageal obstructions
- discuss serious bone conditions such as Orthopedic Developmental Disease and 'Kissing Spines', splints, navicular disease, ringbone, bone spavin.
- recognise and discuss how dental conditions might affect the performance and physical condition of horses (such as causing sinusitis)
- describe the reproductive systems of horses
  - label diagrams of reproductive systems of stallions and mares
  - discuss normal healthy parameters and visible anatomical irregularities such as perineal conformation
- understand and list the stages of equine reproduction
  - explain the process and recording of the teasing process
  - explain the steps in mating horses effectively
  - examine and swab a mare correctly
- undertake visits to a stud farm including one two-week visit, and demonstrate practical competence
  - document observation of semen collection
  - document observation of a teasing
  - document observation of a mating
  - monitor a mare that is about to foal
  - examine and swab a mare correctly
  - assist with foalings
  - demonstrate competence in post-foaling clean-up procedures

### **Topic 3: Riding Proficiency**

*The learner is able to ride horses in a manner sufficient for the purpose of study*

We know this when the learner is able to:

#### **Grade 10**

- saddle and bridle the horse effectively and safely
- mount and dismount safely
- walk, trot and canter a known horse alone and in company

#### **Grade 11**

- participate in and maintain a log of riding competitions at novice level in any Equestrian sport with internationally recognised rules and regulations.
- demonstrate ability to handle and ride a horse that is unknown to the rider

#### **Grade 12**

- participate in and maintain a log of at least one ridden competition discipline at a level higher than novice (e.g. apprentice jockeys must participate in racing events that are regulated by the National Horse Racing Authority)
- demonstrate ability to handle and ride a variety of horses that are unknown to the rider, proficiently enough to participate in events within the chosen discipline

## Topic 4: Equine Health Care

*The learner is able to develop skills and thought processes in order to care for horses according to internationally accepted procedures*

We know this when the learner is able to:

### Grade 10

- identify and care for a hoof abscess in horses including poulticing and bandaging the hoof
- document observation of a veterinarian performing an endoscopy
- describe the important features of horse transportation
  - describe the methods of transporting horses
  - explain the steps and procedures in preparing horses for travelling
  - explain the correct care procedures for caring for horses whilst travelling
  - explain the correct care procedures for horses after travelling
  - describe the physical problems associated with long-distance travelling
  - outline the legal requirements for travelling with horses between provinces within the RSA
  - outline the legal requirements for transporting horses outside the RSA
- explain demonstrate an understanding of bad stable habits in horses
  - name the common stable vices that horses may display such as wind sucking, crib-biting, weaving, kicking, biting, and restlessness
  - explain the causes of each common stable vice
  - describe the management for each common stable vice
  - explain the steps in preventing common stable vices
- explain demonstrate an understanding of equine dentition
  - label a diagram of the horse's teeth
  - explain the function of each type of tooth
  - describe common problems associated with horses' teeth
  - explain the need for treatment of tooth problems in horses
  - explain the effects of ageing on a horse's teeth by listing the indicators of age
  - accurately age a horse by examining its teeth
  - lists the steps necessary to care for a horse's teeth
  - explain the grinding action on a horse's teeth including the development of wolf teeth
  - explains the reasons for and the effects of fitting a bit in a horse's mouth.

### Grade 11

- demonstrate understanding of factors affecting transportation of horses
  - demonstrate safe loading of a horse into a horsebox
  - select and describe the appropriate form of transportation for a range of horses and situations
  - describe the care requirements for a range of transportation options including air travel
- document observation of a veterinarian performing a nerve block on a horse suspected of lameness
  - outline the steps and precautions taken by the veterinarian during a nerve-blocking procedure
- describe the diagnostic techniques veterinarians use to obtain an accurate diagnosis of lameness, including radiographs, ultrasound and scintigraphy
- explain understanding of the importance of horse's foot
  - pick up a horse's foot according to internationally accepted procedures
  - clean a horse's foot effectively
  - discuss the purposes of shoeing horses

- name the different types of shoes and describe the specific purposes of each
- describe the benefits of corrective shoeing in horses
- recognise and explain the function of the tools used for shoeing horses
- demonstrate the ability to remove a horse's shoe safely
- explain the use of studs on horseshoes
- explain the occurrence of common diseases in horses such as, Exertional Rhabdomyolysis, African Horse sickness, biliary, tetanus, equine influenza, Recurrent Airway Disease (RAD), strangles
  - list the causes of these common diseases
  - describe the signs and symptoms of these common diseases
  - explain the treatment of these common diseases
  - discuss the steps to prevent each of these common diseases
  - discuss the management of a horse with RAD
- analyses the factors that are critical in dealing with colic in horses
  - describes the signs and symptoms of colic
  - list the types of colic in horses grade 12
  - explain the steps in managing colic
  - discuss the prevention of the onset of colic
  - outline the steps and precautions to be taken when travelling with a horse which is either susceptible to colic or suffering from colic
- demonstrate understanding of parasites that affect horses
  - names the parasites that affect horses such as worms, fungus, flies, ticks and mites
  - describe the symptoms that indicate the presence of these parasites
  - explain the treatment for these parasites in horses
  - discuss the means of preventing the occurrence of parasites in horses
  - explain the importance of early detection of Babesia in horses
  - list the clinical symptoms of Babesia
  - explain the procedures in managing the treatment of Babesia
  - explain the correct procedure for reintroducing the horse to exercise
  - describe safety features in equine health care

## Grade 12

- explain the steps in managing horses with early arthritic changes
- understand and describe procedures in equine health care
  - explain specific events such as foaling
  - describe veterinary procedures such as joint and tendon procedures, colic care, wound care, vaccinations and deworming
  - identify horses according to international procedures
  - explain the system of horse passports
- recognise and explain symptoms of serious equine diseases such as Tetanus, African Horse Sickness, Equine Influenza, Strangles (*Streptococcus Equi*) and Haemotic disease
  - understand and describe the problems relating to the horse's cardio-vascular system
  - describe the diseases associated with the horse's muscle system
  - explain the problems and conditions associated with the horse's respiratory system
  - explain the important aspects of health management for horses which that have undergone surgery for colic
- Analyse and explain causes of a wide range of serious equine diseases
- Explain relevant management techniques for a wide range of equine diseases such as acute and chronic renal failure, bladder conditions, urethral conditions, respiratory diseases (RAD, Pneumonia, Laryngeal Haemiplegia, Epistaxis), skin conditions (Urticaria, Rain Scald, Mud Fever, Viral Papillomata, Equine Sarcoïd, Ringworm, Mange (Acariasis), Sweet Itch, Neoplasia (Melanoma) and major neurological diseases (Wobbler Syndrome, Equine Herpes Virus)

- work with horses demonstrating understanding of the features and conventions of equine health care including post-operative care
- apply knowledge of equine care to different contexts and purposes such as the aesthetic, social or competitive dimensions
- demonstrate and understanding of SA legislation pertaining to welfare of the equine

### **3.2 EXAMINABLE CONTENT**

#### **Topic 1: Equine Nutrition**

*The learner is able to analyse and explain the feeding and nutrition of horses*

This Topic addresses the need for learners to understand that they must care for the horse daily and ensure that the best nutrition is provided according to the purpose for which the horse will be used. The practical components within this outcome will ensure that the learner handler develops a bond with the horse and the ability to evaluate the nutritional requirements of the horse.

Tasks and activities in this Topic would include:

- Research projects
- Investigations
- Worksheets
- Case studies
- Practical assignments
- Visits and writing up findings
- Problem Solving tasks
- Drawing and Visual products of assignments

An example of assessing Topic 1

- analyse the importance of correct feeding for horses
  - analyse a horse's existing body structure in sport and performance horses
  - explain the different feeding plans for a range of purposes and stages of training
  - explain the techniques of horse feeding for a range of horse types
- draw up and evaluate feeding plans and exercise programmes for a range of specific competition disciplines including for example, but not limited to, show-jumping, dressage, eventing and racing.

## **Topic 2: Equine Anatomy**

*The learner is able to understand and explain complex aspects of anatomy in horses*

This Topic is to assist learners to gain the knowledge needed to support their handling of horses across a wide range of contexts and purposes. They must understand the anatomy and physiology of a horse in order to make informed decisions about the best and most sustainable environment, nutrition, and care of the horse to ensure a high standard of performance. This Topic captures the knowledge, processes and skills required for effective horse breeding. Knowledge of the relevant practices, systems and technologies required by each specific context within the industry enables learners to solve breeding related problems in horses.

An example of assessing Topic 2

- describe the history of the horse's development
  - describe and explain the adaptation of horses to climatic conditions including but not limited to warm, cold, humid and arid conditions
  - explain the influences of horses on mankind and society including but not limited to agriculture, warfare, transport, sport and leisure
- list and label a diagram of the points of a horse
- describe the distinguishing features of a horse
  - explain conformation (body structure) according to type, breed and purpose
  - explain the range of colours and descriptions of a horse
  - know and describe how to identify horses according to accepted international specifications (DNA, blood typing, micro chipping and horse passport procedures)
  - understand and use the terminology of scientific classification of horses
- document observation of visit to a stud farm

## **Topic 3: Riding Proficiency**

*The learner is able to ride horses in a manner sufficient for the purpose of study*

This topic is to assist learners develop horse-riding skills that allow them to handle and care for horses and to demonstrate the level of horsemanship required in the various applications of equestrianism. Effective handling of horses is enhanced by the ability to ride. Learners are not expected to be expert riders, but should be able to meet minimum levels of proficiency as set by the Equestrian Qualifications Authority of Southern Africa.

As these levels of proficiency are set by a body external to the teaching and learning site, the assessment of this outcome will have to be done according to these set criteria. The tasks are very specific, particularly in grades 11 and 12.

## **Topic 4: Equine Health Care**

*The learner is able to develop skills and thought processes in order to care for horses according to internationally accepted procedures*

The focus of this Topic is the knowledge of correct handling procedures and the understanding of problems and diseases specific to horses. Learners will be empowered to care for horses in a manner which prevents such problems and diseases from occurring, or recognises the symptoms and treats these before permanent damage is caused. Learners can utilise the understanding gained to improve the quality of life and to enhance the performance of the horses in their care.

## SECTION 4

### 4.1 ASSESSMENT IN GRADE 10 AND 11

In Grade 10 and 11 all assessment of the National Curriculum Statement is internal. Grade 10 and 11 Means of Assessment and Requirements of Assessment are exactly the same as for Grade 12 with the Preliminary examination being the Grade 10 and 11 Mid-year Exam and the External end-of-year being the Grade 10 and 11 internal end-of-year examination.

Mid-year Examination Grade 10 &11			
Weighting:			
TOPIC 1 (Nutrition)		30 % (60 Marks)	
TOPIC 2 (Anatomy)		50% (100 Marks)	
TOPIC 4 (Health care)		20% (40 Marks)	
Total		100% (200 Marks)	
End-of-year Paper 1: written Grade 10 & 11		Paper 2: Riding Proficiency (Performance) Grade 10 & 11	
Weighting:		Weighting:	
TOPIC 1: Nutrition	20% (40 Marks)	TOPIC 3 :	
TOPIC 2: Anatomy	50% (100 Marks)	Riding proficiency	60% (60 Marks)
TOPIC 3: Health Care	30% (60 Marks)	Stable yard techniques	15% (15 Marks)
		Handling of horses	15% (15 Marks)
		Nutrition	10% (10 Marks)
Total	100% (200 Marks)	Total	100% (100 Marks)
Cognitive levels:			
Knowledge/ understanding: (multiple choice and short questions) 80 Marks / 60 minutes			
Understanding/ Application and analysis: (short questions, drawing diagrams, compiling tables and case studies) 70 marks / 60 minutes			
Synthesis and Evaluation: (essay question) 50 marks / 60 minutes			
Total Marks: 200 Total Time: 3 hours		Total Marks: 100	
TOTAL EXAM: 300 MARKS			

All weightings of the tasks in the Learner File, exams and practical are the same as for matric, the SBA counting 25% and the end of year examination 75%. This 75% will be made up of 25% practical Riding Proficiency and 50% Written theory exam.

Component	%	Mark
SBA Learner File (internally moderation)	25	100
External exam: Paper 1 (theory)	50	200
External exam: Paper 2 (riding proficiency)	25	100
Total	100	400

Equine Studies in Grade 10 and 11 will be one of the three subject choices; they should complete a total of seven SBA tasks, two of which must be exams.

Subject	Terms 1 & 2	Term 2	Term 3	Term 4	Total
Subject choice 1	2	2*	2	1*	7
Subject choice 2	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

\* One of these tasks must be an examination.

Two of the assessment tasks should be tests written under controlled conditions at a specific time. These tests may form one of a series of teaching and learning activities. They may require learners to use a variety of written and other resources during the assessment task. The tests should be written in the first and third term.

Grade 10 and 11 Learner file is the same as for Grade 12 except they are NOT externally moderated, but should be internally moderated.

1. Controlled test/assignments	20%
2. Research assignment	10%
3. Performance assessment during the year	20%
4. Journal project	10%
5. Oral presentation	15%
6. Feeding plan project	10%
7. Preliminary exam	15%
Total	100%

## 4.2 ASSESSMENT IN GRADE 12

### MEANS OF ASSESSMENT

#### Grade 12

Paper 1	Written	3 hours	[200]
Paper 2	Riding proficiency (performance)		[100] SBA [100]

<b>400 marks</b>
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### REQUIREMENTS OF ASSESSMENT

#### A. Preliminary Examination: (Internally set, Internally marked, Externally moderated)

Prelim exam	
Weighting:	
TOPIC 1 (Nutrition)	30 % (60 Marks)
TOPIC 2 (Anatomy)	50% (100 Marks)
TOPIC 4 (Health care)	20% (40 Marks)
Total	100% (200 Marks)

#### B. Final exam:

Paper 1: written		Paper II: Riding Proficiency (Performance)	
Weighting:		Weighting:	
TOPIC 1: Nutrition	20% (40 Marks)	TOPIC 3 :	
TOPIC 2: Anatomy	50% (100 Marks)	Riding proficiency	60% (60 Marks)
TOPIC 3: Health Care	30% (60 Marks)	Stable yard techniques	15% (15 Marks)
		Handling of horses	15% (15 Marks)
		Nutrition	10% (10 Marks)
Total	100%(200 Marks)	Total	100% (100 Marks)
Cognitive levels:			
Knowledge/ understanding: (multiple choice and short questions) 80 Marks / 60 minutes			
Understanding/ Application and analysis: (short questions, drawing diagrams, compiling tables and case studies) 70 marks / 60 minutes			
Synthesis and Evaluation: (essay question) 50 marks / 60 minutes			
Total Marks: 200 Total Time: 3 hours		Total Marks: 100	
<b>TOTAL EXAM: 300 MARKS</b>			

## **EXTERNAL ASSESSMENT IN GRADE 12**

External assessment and moderation is only applicable to Grade 12. In Grade 12 assessment and moderation consists of two components:

1. A Learners File of School Based Assessment which makes up 25 % of the total mark for Equine Studies and an external examination which makes up the remaining 75%. The SBA comprises of 7 tasks which are all internally assessed and externally moderated. These tasks are completed during the school year.
2. For the end-of-year examinations there will be a theory examination (Paper 1: Written) counting 50% of the total 75%; and a performance examination (Paper II: riding proficiency) counting 25% that makes up the rest of the 75% total. Externally set, assessed and moderated.

Final end-of-year examination is set, moderated and marked externally and makes up 75% of the Final mark for Grade 12. This external assessment includes a practical or performance task for TOPIC 3 Riding Proficiency: This task is externally set, internally assessed and externally moderated. This performance task accounts for 25% of the final mark.

Component	%	Mark
SBA Learner File (external moderation)	25	100
External exam: Paper 1 (theory)	50	200
External exam: Paper II (riding proficiency)	25	100
Total	100	400

The external examinations are set externally, administered at schools under conditions specified in the National Policy on the conduct, administration and management of the assessment of the National Senior certificate: A qualification at level 4 on the national Qualifications Framework (NQF) and marked externally.

### C. INTERNAL ASSESSMENT IN GRADE 12 (LEARNER FILE: SBA)

The SBA will be internally set and assessed but externally moderated. Equine Studies will be one of the three Choice Subjects. The number of assessment tasks which make up the SBA of internal assessment in grade 12 will be as per the following table:

Subject	Terms 1 & 2	Term 2	Term 3	Term 4	Total
Subject choice 1	2	2*	(2)* 3*		(6#) 7
Subject choice 2	2	2*	(2)* 3*		(6#) 7
Subject choice 3	2	2*	(2)* 3*		(6#) 7

\*One of these tasks must be an examination

If a teacher wishes to add to the number of assessment tasks, she or he must motivate the changes to the head of department and the principal of the school. Permission for this change should be obtained from the district office.

The teacher must provide the SBA programme to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

The above table shows that the SBA for Equine Studies in grade 12 comprises of 7 tasks. These tasks are all internally set, moderated and assessed. These tasks are completed during the school year and make up 25% of the total mark for equine studies. This internal SBA Learner file will include the preliminary examination. The other tasks allow the teacher to use a variety of assessment forms to assess Equine studies.

The weighting of the various tasks in the SBA Learner File for Equine studies would be:

1.	Controlled test/assignments	20%
2.	Research assignment	10%
3.	Performance assessment during the year	20%
4.	Journal project	10%
5.	Oral presentation	15%
6.	Feeding plan project	10%
7.	Preliminary exam	15%
		100%

The Learner File of School Based Assessment must consist of:

Learner's File cover sheet including record of marks achieved	Refer Annexure 1
Marked assessment tasks with feedback and tools used for assessment of each task in the following order: <ul style="list-style-type: none"> <li>• Mid-year/Preliminary Examination</li> <li>• One control test</li> <li>• Performance assessment</li> <li>• Four assessment tasks</li> <li>• Statement of authenticity</li> </ul>	Refer Annexure 2 (Statement of authenticity)
Exclusion letter	Refer Annexure 3

All individual marks must be to two decimal places and rounded off only in the total column.

However, if the products of the task are objects which do not fit into the file or are in the learner's exercise books, then they should not be placed in the File but must be kept for moderation purposes.

#### **4.3 RECORDING AND REPORTING OF THE SCHOOL BASED ASSESSMENT**

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parent's day. Schools are required to give feedback to parents on the School Based Assessment using a formal reporting tool.

## A. TEACHERS FILE

The School Based Assessment should be recorded in the teachers File and the following should be included:

Educators file cover sheet	Refer to Annexure 4
Rank order mark sheet	Refer to Annexure 5
Mark recording sheet for each class	From teacher
List of candidates selected by IEB	Sent to schools by IEB
Assessment tasks with marking guidelines and design grids in the following order: <ul style="list-style-type: none"><li>• Mid-year/preliminary exam</li><li>• One control test</li><li>• Performance assessment</li><li>• Four assessment tasks (date order)</li></ul>	Refer to Annexure 6 (design grid)

All assessment tasks need to have the following clearly stated:

- Purpose of the task
- Requirements of the task
- TOPIC being assessed (if applicable)
- Design grids (if applicable)
  - Analysing the weighting of the Topics
  - Analysing the cognitive levels of the task
- Marking guidelines (memoranda, rubrics, score sheets)
- Due dates of assignments
- Proof that the Preliminary examination has been moderated

## B. EXCLUSION LETTER FOR MISSING SBA ITEMS

Every effort should be made to allow the learner to catch up a missed Learner File task. If a Learner File is submitted without a piece of work the following should be in its place:

- A letter explaining the situation, on an official school letterhead (refer to Annexure 3)
- The letter must be signed by the principle, the teacher and the learner
- Any other supporting document such as a doctor's certificate must be attached to the letter.
- If a piece of work is lost after it has been marked, the teacher must submit some proof of the mark, such as detailed mark sheet for that term, the learners overall ranking in the class and ranking for that specific item.

Plagiarised Projects: details are also required when a learner has been given a zero for a plagiarised piece of work. In this case a copy of the piece of work can also be included, (even if no marks are included), as it does indicate that the teacher is vigilant regarding plagiarism.

### C. MODERATION OF THE ASSESSMENT TASKS IN THE LEARNER FILE

Moderation of the assessment tasks should take place at three levels:

Level	Moderation Requirements
School	Each task and the programme of assessment should be submitted to the subject head and school management team before the start of the academic year for moderation purposes, before learners attempt the task. Teacher and Learner Files should be moderated twice a year by the head of the subject or his/her delegate.
Cluster/District/Region	Teacher Files and a sample of learner Files must be moderated twice during the first three terms.
Provincial/National/Assessment Body	Teacher File and a sample of Learner Files must be moderated once a year.

### D. METHODS OF COLLECTING ASSESSMENT EVIDENCE

There are various methods of collecting evidence. Some of these are discussed below.

#### Observation-based assessment

Observation-based assessment methods tend to be less structured and allow the development of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

#### Test-based assessment

Test-based assessment is more structured, and enables teachers to gather the same evidence for all learners in the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

#### Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

## **E. RECORDING AND REPORTING**

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

### **Methods of recording**

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each is discussed below.

### **Rating scales**

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a description of the competences that are required to achieve that score. The detail is more important than the coded score in the process of teaching and learning, as it gives learners a much clearer idea of what has been achieved and where and why their learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale of achievement is used in the National Curriculum Statement Grades 10 – 12 (General).

### **Task lists or checklists**

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

### **Rubrics**

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- Which topics are being targeted?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Topics of the task or does the task need several rubrics?
- How many rubrics are, in fact, needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies what both the learning and the performance should focus on. It becomes a powerful tool for self-assessment.

## **F. REPORTING PERFORMANCE AND ACHIEVEMENT**

Reporting performance and achievement informs all those involved with or interested in the learner's progress.

Once the evidence has been collected and interpreted, teachers need to record a learner's achievements.

Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

### Rating Description of Competence Marks

<b>Code</b>		<b>%</b>
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

#### **4.4 SUBJECT COMPETENCE DESCRIPTIONS**

To assist with benchmarking the achievement of Topics in Grades 10 – 12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve.

Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise what is spelled out in detail in the Topics and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in the table that follows.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that a learner should demonstrate for achievement on each level of the rating scale. When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome.

The competence descriptions for this subject appear at the end of this chapter.

## Grade 12

Rating	1	2	3	4	5	6	7
TOPIC 1	The learner relies too much on rote learning and is therefore unable to demonstrate understanding of feeding and watering even from a given plan. Unable to put theory into practice at all successfully	The learner is beginning to demonstrate understanding of correct feeding and watering but makes mistakes especially in the more complicated section on digestion. Can only do the practical work when carefully supervised	The learner knows the theory of digestion, feeding and watering but explanations contain large gaps. Practical work still needs supervision	The learner knows the theory of digestion, feeding and watering and explanations have few gaps. Minimal supervision required in practical work. The learner's theoretical knowledge may exceed the practical ability markedly – or vice versa.	The learner knows and understands equine nutrition but explanations are still derived from notes not self-created. Able to put theory into practice without supervision. Theory and practice do not show equal competence.	The learner's theoretical knowledge of digestion, feeding and watering is very good. Practical ability very good with only minor inconsistencies.	The learner demonstrates excellent understanding of the theoretical knowledge of digestion, feeding and watering. Practical work is effective and efficient.
TOPIC 2	Knowledge of and explanations of the anatomy are muddled and disjointed.  Diagrams and descriptions are inadequate and show lack of understanding. Unable to document visit to studfarm coherently.	Knowledge of anatomy is adequate but explanations contain serious errors.  Diagrams and descriptions lack clarity and contain major errors.  Visit to studfarm very poorly documented.	Knowledge of anatomy is demonstrated in the explanations but gaps in knowledge shown in diagrams and descriptions are cause for concern.  Visit to studfarm is documented reasonably logically.	Knowledge of anatomy is sound and the explanations are reasoned.  Diagrams and descriptions show minimal gaps in information.  Visit to studfarm documented logically and clearly.	Knowledge of anatomy is good and explanations are logical.  Diagrams and descriptions are clear.  Visit to studfarm is well articulated.	Knowledge of anatomy is very good and explanations are logical and coherent.  Diagrams and descriptions show an understanding beyond mere recall and are clear and logical.  Visit to the studfarm documented showing awareness of processes and procedures.	Knowledge of anatomy is excellent and the explanations outstanding.  Diagrams and descriptions show excellent understanding and are clear, logical and well-articulated.  Documentation of visit to studfarm demonstrates excellent awareness of the process of reproduction.

TOPIC 3	The learner is not able to prepare the horse for riding adequately nor able to ride competently or safely.	The learner can prepare the horse, not always correctly and can ride but does not demonstrate skill or safety.	The learner is able to prepare the horse for riding and walk safely alone and in company.	The learner is able to prepare the horse for riding and can walk and trot safely alone and in company.	The learner is able to prepare the horse for riding and can walk, trot and canter successfully both alone and in company.	The learner is proficient at preparing the horse for riding and rides well.	The learner is highly proficient at preparing the horse for riding and is an extremely competent rider.
TOPIC 4	Lack of understanding of reasons for care procedures and of the consequences of poor care is demonstrated. Learners make many errors in practice.	The learner is able to describe procedures and perform simple tasks but with errors. Description show little understanding of reasons for care procedures or the treatment of problems.	The learner is able to describe the procedures. Handling of horses and care for them is not dangerous despite showing signs of limited understanding. The learner is still reliant on being told what to do but can carry out instructions.	The learner is able to describe the procedures fully. Handling of horses is competent. The learner is able to work independently and care for horses safely.	The learner's understanding of reasons for care procedures is evident in the descriptions. Handling of horses is competent.	The learner knows, understands and can articulate care procedures and the reasons therefore. Handling of horses is competent and effective.	The learner is able to articulate and analyse the procedures for caring for horses and the reasons therefore. The learner handles the horses competently and deals with problems effectively demonstrating an excellent manner of dealing with the horses.

## Grade 11

Rating	1	2	3	4	5	6	7
TOPIC 1	The learner relies too much on rote learning and is therefore unable to demonstrate understanding of malnutrition and overfeeding. Poor understanding prevents the learner from being able to feed and water a string of horses competently.	The learner is beginning to demonstrate understanding but makes serious errors.	The learner knows the theory and can explain process and theories but explanations contain large gaps. The learner is able to feed and water a string of horses but needs some overseeing.	The learner knows the theory and explanations have few gaps. The learner feeds and waters a string of horses effectively with little supervision.	The learner knows and understands the demands of feeding and watering a string of horses and demonstrates an ability to cope with these procedures unsupervised.	The learner's theoretical knowledge and practical ability are very good with only minor inconsistencies. The learner is able to demonstrate the practice independently and can supervise others in the task.	The learner demonstrates excellent understanding of the theoretical knowledge and effective and efficient application of the theory into practice. They are well able to supervise others in the task.
TOPIC 2	Knowledge of and explanations of the theory are muddled and disjointed. There is little evidence of understanding the workings of the studfarm in the learner's journal.	Knowledge of anatomy is adequate but explanations contain serious errors. The journal is either disorganised and poorly presented or shows little understanding of the studfarm.	Knowledge of anatomy is demonstrated in the explanations but gaps are evident. The learner shows understanding of the studfarm in the visual journal but does not articulate this well.	Knowledge of anatomy is sound and the explanations are complete. The learner's journal is organised and shows evidence of understanding the studfarm.	Knowledge of anatomy is good and explanations are logical. The journal documents the learner's understanding of the studfarm logically and clearly.	Knowledge of anatomy is very good and explanations are logical and coherent. The journal documents the learner's understanding of the studfarm well with clear presentation and good attention to detail.	Knowledge of anatomy is excellent and the explanations outstanding. The journal documents the learner's excellent understanding of the studfarm, is coherently written and presented in detail.
TOPIC 3	The learner is not able to ride competently nor safely.	The learner can ride but does not demonstrate skill or safety, particularly when the horse is unknown.	The learner is able to ride an unknown horse safely and participate in the required events.	The learner is a competent rider, even when on an unknown horse and has participated in the required events.	The learner has proved competence as a rider by successfully completing events in own discipline, even on an unknown horse.	The learner rides well and has participated competently in events in own discipline on an unknown horse.	The learner is an extremely competent rider, able to compete in events with success on an unknown horse.

TOPIC 4	Muddled explanations of theory show little or no understanding of health care of horses. Inability to put theory into practice leads to errors in handling and care that might result in endangering the horses, themselves or others.	Explanations of theory show limited understanding of health care of horses. In simple tasks shows some ability to care for horses.	Explanations of theory show understanding but have gaps. Handling of horses and care for them is not dangerous despite showing signs of limited understanding. The learner is still reliant on being told what to do but can carry out instructions.	Explanations of theory show understanding. Handling of horses is competent. The learner is able to work independently and care for horses safely.	Explanations of theory show good understanding, analysis and application. Handling of horses is competent. The learner cares for the horses effectively and independently.	Explanations of theory show good awareness of how to apply theory to different contexts. Handling of horses and the care of them demonstrates competent and knowledgeable practice of the theory.	Very competent analysis makes explanations of the theory excellent. The learner demonstrates the ability to apply knowledge in different contexts. The learner has a personalised and excellent manner in the care of horses.
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## Grade 12

Rating	1	2	3	4	5	6	7
TOPIC 1	The learner relies too much on rote learning and is therefore unable to demonstrate understanding of what has been learned.	The learner is beginning to demonstrate understanding but is unable to sustain this understanding in more complex areas.	The learner knows the theory and can explain process and theories but explanations contain large gaps.	The learner knows the theory and explanations have few gaps. Good application. The learner's theoretical knowledge may exceed the practical ability markedly – or vice versa.	The learner knows and understands equine nutrition but explanations are still derived from notes not self-created. Good application. Theory and practice do not show equal competence.	The learner's theoretical knowledge and practical ability are very good with only minor inconsistencies.	The learner demonstrates excellent understanding of the theoretical knowledge and effective and efficient application of the theory into practice.
TOPIC 2	Knowledge of and explanations of the theory are muddled and disjointed. The learner has limited ability to apply theory in practice and is unable to sustain the practice. Explanations of reproduction show very little understanding of process and procedures.	Knowledge of anatomy is adequate but explanations contain serious errors. Application of theory into practice also contains serious errors which may endanger horses or people involved. Knowledge of equine reproduction adequate but not well articulated.	Knowledge of anatomy is demonstrated in the explanations but gaps in practical knowledge are cause for concern. Theory of reproduction understood.	Knowledge of anatomy is sound and the explanations are reasoned. The learner can apply the theory to the practice competently. Theory of reproduction understood, knowledge sound. The learner is able to analyse problems in a manner that shows good understanding.	Knowledge of anatomy is good and explanations are logical. The learner can apply the theory competently and can make decisions independently but still seeks reassurance from those in authority. Knowledge of the theory is very good. The learner is able to analyse and suggest solutions for problems related to reproduction.	Knowledge of anatomy is very good and explanations are logical and coherent. The learner can make independent decisions reliably. The learner's knowledge and understanding of equine reproduction is very good and shows some awareness of the issues involved in bloodlines and ethics. Ability to predict problems and suggest solutions is sound.	Knowledge of anatomy is excellent and the explanations outstanding. The learner works independently and makes sound decisions. The learner demonstrates excellent knowledge and has a deep understanding of the process and mechanics of reproduction. The learner is aware of the importance of bloodlines for purpose and the ethics of breeding.

TOPIC 3	The learner is not able to ride competently nor safely.	The learner can ride but does not demonstrate skill or safety particularly when on an unknown horse.	The learner is able to ride safely and participate in the required events even on unknown horses.	The learner is a competent rider and has participated in the required events- more successfully on known than on unknown horses.	The learner has proved competence as a rider by successfully completing events in own discipline even on unknown horses.	The learner rides well and has participated competently in events in own discipline on a variety of unknown horses.	The learner is an extremely competent rider, able to compete in events with success when riding a variety of unknown horses.
TOPIC 4	Inability to demonstrate full understanding leads to errors in handling and care that might result in endangering the horses, themselves or others.	In simple tasks shows some ability to care for horses but struggles to deal with more complex situations or to explain the theory behind the practices.	Handling of horses and care for them is not dangerous despite showing signs of limited understanding. The learner is still reliant on being told what to do but can carry out instructions.	Handling of horses is competent. The learner is able to work independently and care for horses safely, applying the theory well on the whole. Some areas show a definite mismatch between competence in practice and knowledge of theory.	Handling of horses is competent. The learner cares for the horses effectively and independently. The learner may have all the theoretical knowledge required but do not apply it competently enough or vice versa.	Handling of horses and the care of them demonstrates competent and knowledgeable practice of the theory.	Knowledge of diseases and problems excellent. The learner knows how to provide the best environment for a horse to prevent problems occurring and has a personalised and excellent manner in the care of horses.

## 4.5 ANNEXURES

ANNEXURE 1: LEARNER FILE COVER SHEET  
(MUST BE COMPUTER GENERATED NOT BY HAND)

<b>EQUINE STUDIES GRADE 12: LEARNER FILE</b>
NAME OF CANDIDATE:
CANDIDATE NUMBER:
NAME OF SCHOOL:
CENTRE NUMBER:
NAME OF TEACHER:

DESCRIPTION	HEADING	MARK	LEARNER FILE MARK
Preliminary Examination		/200	/15
Controlled Test		/150	/20
Performance Assessment		/100	/20
Research		/60	/10
Journal Project		/40	/10
Oral Presentation		/40	/15
Feeding Plan		/60	/10
Total Mark		/650	
Total Learner File Mark			/100

We, the undersigned, declare that these marks are a true reflection of the Learners' achievements.

\_\_\_\_\_  
Learner

\_\_\_\_\_  
Teacher

ANNEXURE 2: STATEMENT OF AUTHENTICITY/NON PLAGIARISM

**LETTER OF AUTHENTICITY**

Name of learner: \_\_\_\_\_

**DECLARATION BY THE CANDIDATE:**

I, (print full names)

Declare that all external sources used in my Learner File have been properly referenced and that the remaining work in this File is my own original work. I understand that if it is found to be untrue, my Learner File will be liable for disqualification. I include a full reference list of all sources used as proof. I understand what plagiarism is and I have also not allowed anyone else to borrow or copy my work.

Signed: \_\_\_\_\_

Candidate

Date: \_\_\_\_\_

**DECLARATION BY THE TEACHER:**

I, \_\_\_\_\_ (print name and title of teacher) at \_\_\_\_\_ (name of school) declare that all work provided by this candidate has been monitored and checked for plagiarism.

Signed: \_\_\_\_\_

Teacher

Date: \_\_\_\_\_

ANNEXURE 3: EXCLUSION LETTER

This Declaration of Omissions is to be included in place of a missing portfolio piece.

**SCHOOL LETTER HEAD**

EQUINE STUDIES  
LEARNER FILE EXCLUSION LETTER

Learner name: \_\_\_\_\_

Learner File task: \_\_\_\_\_

The Learner has failed to include the set portfolio task for the following reason:

	Illness. Doctors note attached
	The completed task is lost, but a mark is recorded.
	Absenteeism I hereby acknowledge the fact that I have failed to report on an alternate date to complete my Equine Studies Learner File task. This means I will receive 0% for the task. I am completely to blame for my own failure to complete the task on time or not at all.
	Failed to hand in the task. I hereby acknowledge the fact that I have failed to hand in an Equine Studies Learner File Task. This means I will receive 0% for the task. . I am completely to blame for my own failure to complete the task on time or not at all, even though multiple opportunities were awarded to me in order to do so.
	Other:

The learner will have the following assessment reflected on the mark sheet for the task.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Learner's Signature

## ANNEXURE 4: EDUCATORS FILE COVER SHEET

**EQUINE STUDIES: GRADE 12  
TEACHER'S FILE COVER SHEET**

School Name:
Centre Number:
Teacher's Name:

Item	Description	Cross-reference to file divider
<b>Section 1: Organisational Aspects</b>		
Do not include other information such as term plans, work schedule, etc, as these are not required for the external moderation process.		
1	IEB Moderation Selection list <ul style="list-style-type: none"> <li>• Signed by Teacher and H.O.D</li> </ul>	
2	IEB Rank Order List <ul style="list-style-type: none"> <li>• For ALL Learners in the grade</li> </ul>	
3	Other: <ul style="list-style-type: none"> <li>• Exclusion letters or any other information that needs to be communicated to Portfolio Moderators.</li> </ul>	
<b>Section 2: Tasks</b>		
This section must contain:		
<ul style="list-style-type: none"> <li>• Tasks as given to learners</li> <li>• Design grids for exams and tests</li> <li>• Assessment guidelines (memoranda, Rubrics, etc.)</li> </ul>		
<b>COMPULSORY SECTION</b>		
1	Preliminary examination	
2	Controlled Tests	
3	Practical riding proficiency test	
<b>CHOICE SECTION</b>		
<ul style="list-style-type: none"> <li>• Four other Assessment Tasks</li> </ul>		
4	Oral	
5	Journal	
6	Research	
7	Feeding plan	





## ANNEXURE 7: BLOOM'S TAXONOMY

### BASED ON BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Please make this a landscape page and rotate the table

Level	Description	Explanation	Skills demonstrated	Action verbs
7	<b>Evaluation</b>	Making judgements based on certain criteria	Compare and contrast between ideas; assess value of theories; make choices based on reasoned arguments; verify value of evidence; recognise bias; make predictions; review an idea critically	Assess, evaluate, predict, design, justify, verify, interpret, debate
6	<b>Synthesis</b>	The ability to put elements together to form a new whole	Use old ideas to create new one, generalise from given facts, relate knowledge from several areas, draw conclusions	Integrate, combine, modify, compile, construct, account for, suggest, prove
5	<b>Analysis</b>	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among elements are recognised.	Identifying patterns, recognising relationships between patterns, organisation of parts, identification of components	Analyse, order, explain, connect, classify, compare, contrast, annotate, distinguish, diagram, illustrate, formulate, elaborate, explore
4	<b>Application</b>	The ability to use (or use) information in new situations	Use information, use various methods, concepts, theories in new situations, solve problems using required skills and knowledge	Apply, demonstrate, show, solve, examine, modify, construct, prepare, classify, interview, comment, determine,
3	<b>Comprehension</b>	First level of understanding, recall and understand information, describe the meaning of	Understand information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, predict consequences	Summarise, describe, calculate, discuss, estimate, explain, gives an example, outline, demonstrate, distinguish
2	<b>Knowledge</b>	Act of remembering facts. Only recall	Observation and recall of information; repetitive knowledge	List, define, name, identify, match, label observe, locate, select
1	<b>Fragmented Knowledge</b>	Recalls knowledge with errors	Unable to recall accurately or coherently; partial recall	