

National Curriculum Statement (NCS)

*Curriculum and Assessment
Policy Statement*



2018

*Further Education and Training Phase
Grades 10–12*



basic education

Department: Basic Education
REPUBLIC OF SOUTH AFRICA



basic education

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

EQUINE STUDIES

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EQUINE STUDIES GRADES 10–12

FOREWORD BY THE MINISTER



Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
 - improve the quality of life of all citizens and free the potential of each person;
 - lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R–9* and the *National Curriculum Statement Grades 10–12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) to produce this document.

From 2012 the two 2002 curricula, for *Grades R–9* and *Grades 10–12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R–12*. The *National Curriculum Statement for Grades R–12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R–12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

- (a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;
- (b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R–12*; and
- (c) *National Protocol for Assessment Grades R–12*.

A handwritten signature in black ink, appearing to read 'Angie Motshekga'.

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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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;

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- 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	6	6	7
• Beginning Knowledge	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)
• Personal and Social Well-being	(1)	(1)	(1)
TOTAL	23	23	25

(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	4
• Creative Arts	(1,5)
• Physical Education	(1)
• Personal and Social Well-being	(1,5)
TOTAL	27,5

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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
TOTAL	27,5

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	4.5
First Additional Language	4.5
Mathematics	4.5
Life Orientation	2
A minimum of any three subjects selected from Group 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.	12 (3 × 4 h)
TOTAL	27,5

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

2.1 THE PURPOSE OF 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.

Equine Studies will equip the learner with the skills and knowledge of horse care and management

to internationally accepted standards and will introduce learners to the diverse, equine and equestrian industry in South Africa.

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 and equestrian enterprises
- **Entrepreneurial skills**
Imparting entrepreneurial skills applicable to the equine industry to the next generation of equine and equestrian practitioners.
- **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.

The following concepts are 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, sport and recreation, agriculture and other relevant provisions.

2.2 THE SPECIFIC AIMS OF EQUINE STUDIES

Equine Studies aims 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/equestrian stable yard;
- organise and manage activities responsibly and effectively collect, analyse, critically evaluate and present information;
- be exposed to techniques and skills specific to the care, management and riding of equines;
- 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 and equestrian environment amongst others, to develop and enhance entrepreneurial skills;
- identify and solve problems by exposure to the equine or equestrian environment;
- care for the environment, through the management of natural resources and the acceptable humane treatment of horses;
- acquire and utilise relevant technology in the equine or equestrian industry; and
- have access to and value lifelong learning, as well as have access to a variety of possible career opportunities in the equine and equestrian industry.

Through 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.

2.3 EQUINE STUDIES CAREER OPPORTUNITIES

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

- Equine breeding enterprises
- Equestrian sports
- Horse racing
- Equine health care
- Equine transportation
- Equine nutrition
- Equestrian tourism
- Equestrian security and law enforcement
- Equestrian event management
- Equine/equestrian equipment manufacture
- Equine welfare
- Equine/Equestrian education services

SECTION 3

CONTENT OVERVIEW

	Grade 10	Grade 11	Grade 12
Topic 1 Equine Nutrition	<ul style="list-style-type: none"> • Digestion • Feeding the horse • Conditions of gastro intestinal system 	<ul style="list-style-type: none"> • Digestion • Feeding the horse • Conditions of gastro intestinal system 	<ul style="list-style-type: none"> • Digestion • Feeding the horse • Conditions of gastro intestinal system
Topic 2 Equine Anatomy and Physiology	<ul style="list-style-type: none"> • External structure • Conformation • Functional Systems: <ol style="list-style-type: none"> 1. Skeletal system 2. Muscular system 3. Cardiovascular system 4. Respiratory system 6. Neuro and endocrine system 7. Urogenital system 8. Integumentary system • The equine foot 	<ul style="list-style-type: none"> • External structure • Conformation • Functional Systems: <ol style="list-style-type: none"> 1. Skeletal system 2. Muscular system 3. Cardiovascular system 4. Respiratory system 6. Neuro and endocrine system 7. Urogenital system 8. Integumentary system • The equine foot 	<ul style="list-style-type: none"> • External Structure • Conformation • Functional Systems: <ol style="list-style-type: none"> 1. Skeletal system 2. Muscular system 3. Cardiovascular system 4. Respiratory system 6. Neuro and endocrine system 7. Urogenital system 8. Integumentary system • The equine foot
Topic 3 Equine Health Care	<ul style="list-style-type: none"> • History of the horses' development • Common diseases • Equine first aid • Lameness 	<ul style="list-style-type: none"> • Dentition • Parasites • Common diseases • Welfare • Equine first aid • Castration • Lameness 	<ul style="list-style-type: none"> • Parasites • Common diseases • Equine first aid • Lameness • Reproduction
Topic 4 Equine Stable Yard Management and Behaviour	<ul style="list-style-type: none"> • Grooming and turnout • Blankets and boots • Tack • Yard management /daily routine 	<ul style="list-style-type: none"> • Lunging • Advanced tack • Stable vices • Horse psychology • Running a stable yard 	<ul style="list-style-type: none"> • Travel and trucking • Pasture management • Yard management

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	Grade 10	Grade 11	Grade 12
Topic 5A Horsemanship	<ul style="list-style-type: none"> • Tack up a horse • Mount and dismount • Ride at 3 paces • Ride out of enclosed area • Road Safety • Maintain a log of personal riding 	<ul style="list-style-type: none"> • Compete in discipline of choice at Novice level • Maintain a log of competition events at Novice Level 	<ul style="list-style-type: none"> • Compete in discipline of choice at a level higher than Novice • Maintain a log of competition events higher than novice level • Ride an unknown horse on the flat
Topic 5B Horsemastership	Non-riding Practical Project Compile a Portfolio of Evidence/Visual Diary and log of activities totalling 160 hours	Non-riding Practical Project Compile a Portfolio of Evidence/Visual Diary and log of activities totalling 160 hours	Non-riding Practical Project Compile a Portfolio of Evidence/Visual Diary and log of activities totalling 160 hours

SECTION 4

ASSESSMENT IN EQUINE STUDIES

A. MEANS OF ASSESSMENT

Grade 12

Paper 1	Theory	3 hours	[200]
Paper 2	Practical (either Riding or Non-Riding option)		[100]
School-Based Assessment			[100]

400 marks

B. REQUIREMENTS OF ASSESSMENT

1. EXAMINATION

Theory Paper	Equine Studies					
Time:	3 hours			Total Marks: 200		
Structure of the paper:	Assesses fundamental understanding of the role of Equine Nutrition; Anatomy, Physiology, Health Care, Behaviour and Stable Yard Management for the well-being and performance of an equine. The paper consists of three Sections. Section A: Short questions 70 marks Section B: Longer Response Type questions 100 marks Section C: Case Study 30 marks All questions are compulsory.					
Weighting of Cognitive Levels:	60%			40%		
	30%	20%	10%	10%	15%	15%
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation

Practical Paper	Horsemanship (Riding Option)					
Time:	3 hours			Total Marks: 100		
Structure of the paper:	Assesses practical riding proficiency on an unknown horse and a practical ridden demonstration of the elected competition discipline. Orally assesses the requirements of horse care and management for the competition horse and rider. A ridden test will be assessed for competency on an unknown horse in walk, trot and canter, change of pace and lateral movements and a demonstration on a known horse of a competition discipline. Six oral questions are asked on the tack, nutrition, training and health relating to the competition horse. The rider submits a competition log of participatory events via either printed log records or DVD evidence.					

Practical Paper	Horsemastership (Non-Riding Option)	
Time:	1 hour 30 minutes	Total Marks: 100
Structure of the paper:	<p>Assesses the ability to understand and apply knowledge of the complexities of horse care and management in one non-riding vocation in the Equine Industry.</p> <p>A formal, oral presentation of the Non-Riding Practical Project will be assessed. The presentation must include a motivation for the choice of vocation, the aim(s) of the project; research findings; practical activities undertaken; recommendations and reflections. Supporting documentation must be provided in the form of a Portfolio of Evidence/Visual Diary, including a completed log of 160 hours and all completed assessment tools.</p>	

2. SCHOOL-BASED ASSESSMENT (SBA)

All of the following SBA items must be done individually by learners. Each task must be set in a different topic.

SBA Item	Weighting
Preliminary Examination	25%
Controlled test 1	15%
Controlled test 2	15%
Research task	20%
Case Study	15%
Practical Task	10%
TOTAL	100

C. INTERPRETATION OF REQUIREMENTS

1. EXAMINATION

1.1 Practical: Horsemanship (riding)

Learners are required to:

- demonstrate effective handling and safety techniques when tacking up a horse in the stable; mounting; altering stirrups; and dismounting.
- demonstrate practical riding on an unknown horse, executing basic school movements on the flat including leg yielding and shoulder in;
- ride their own or a known horse, at the learner's nominated competition discipline, at a level higher than novice in simulated competition requirements. For example: Dressage riders will be asked to ride Elementary Dressage Test number 1; Show jumpers will jump a gymnastic and a course of show jumps at a height of 1 m; Flat race jockeys will be assessed on the Equicise™ and talking the examiner through their ride in an official horserace; Endurance riders will be evaluated via video evidence of their ride preparations at a sanctioned event.
- answer practical questions orally on topics relating to tack, nutrition, training and health care of the competition horse.
- maintain a riding log of their participation in at least 4 competitions in their nominated discipline during their grade 12 year. These records must be signed by the supervisor/mentor or discipline secretary and the learner, and verified by the teacher.

1.2 Practical: Horsemastership (non-riding)

Learners are required to:

- select one non-riding vocation in Equine Industry fields, such as Equine Welfare, Complimentary Health Care, Nutrition, Veterinary and para-veterinary, Stable Yard Management, Dentistry, Farriery or Breeding.
- complete a Practical Project in the chosen vocation, comprising 160 hours of activities. The activities must include secondary research (via books, magazine, internet etc.), primary research (via observations, interviews, investigations etc.), practical activities performed in real-life settings under supervised conditions, and reflections on experiences and own performance. If the school does not have the proper facilities for these activities, facilities nearby should be identified and used to complete the Project. The learners should work with Professional Body registered practitioners in their chosen vocation.
- submit a Project Proposal to the Internal Moderator for approval by the end of October of their Grade 11 year (see Appendix F).
- submit a Portfolio of Evidence/Visual Diary comprising evidence of all activities, including a log record for the 160 hours (see Appendix E), photographs and/or video clips, and all completed assessment tools. The hours logged include time spent doing supervised tasks, gathering, processing and presenting information, and reflecting.
- make a formal oral presentation to the Teacher and Internal Moderator via PowerPoint and/or DVD. The presentation must include a motivation for the choice of vocation, the aim(s) of the Project; research findings; practical activities undertaken; recommendations and self-reflections.
- answer questions orally during and/or after the presentation.

The assessment of the activities must include appropriate and comprehensive checklists, memoranda and rubrics. The use of external assessors/supervisors must be approved by the teacher who should conduct on-site verification.

The roles of the Teacher, Learner, School and Professional Practitioners in the Project must be clearly spelt out and relevant agreements signed where appropriate.

2. THE ASSESSMENT SYLLABUS

The purpose of this Assessment Syllabus is to assist IEB teachers in reaching a common understanding of the scope of the topics and therefore support schools in planning their teaching, learning and assessment programmes consistently, as well as to make the IEB examination and SBA requirements at grade 12 explicit for teachers, assessors and moderators.

The document is not meant to be a teaching syllabus. Individual teachers and schools are not restricted to the contents of the Assessment Syllabus; they are free to expand on these in their own curriculum delivery. The teaching and learning programme should be rich, stimulating and challenging, while assessment is focused on the assessment requirements of the subject, in its contribution to the qualification.

The Grade 10 and 11 assessment syllabi are included for information and guidance, but only the Grade 12 assessment syllabus is mandatory. However Equine Studies is a THREE year course and therefore learners should have an understanding of all terminology and concepts from previous grades where this forms the basis of work in the next grade(s).

The Assessment Syllabus comprises the following topics. Topics 1–4 are compulsory. Learners choose either Topic 5A or 5B.

1. Equine Nutrition
2. Equine Anatomy and Physiology
3. Equine Health Care
4. Equine Stable Yard Management
5. A. Horsemanship (Riding)
OR
B. Horsemastership (Non-Riding)

The Assessment Syllabus follows after the SBA requirements.

3. SCHOOL-BASED ASSESSMENT

3.1 Preliminary Examination/Trial Paper (25 marks out of 100)

This component must come from the last major summative assessment to have taken place before the Final NSC Examination period. The examination should mimic the external examination in its design, rigour and format.

3.2 Controlled Tests (two tests: each to count 15 out of 100)

Controlled tests are written by the entire grade (preferably at the same time). These should count at least 50 marks each and must assess deeply within one Topic or across Topics. 60% of the marks should relate to lower order thinking skills (knowledge, comprehension and application) and 40% to higher order thinking skills (analysis, synthesis and evaluation).

3.3 Tasks

All tasks must be done individually by learners and each task must be set on a different topic in Equine Studies.

(i) Research Task (20 marks out of 100)

This task involves the gathering, processing and presenting of information related to a topic or research question from topics 1 to 4 in the Grade 12 Assessment Syllabus. The research may be primary or secondary or mixed. Primary research involves the learners: collecting their own data, via experiments, observations, questionnaires or interviews; analysing and interpreting their data; and discussing their findings. Secondary research involves learners analysing and discussing the findings of others. Mixed research comprises a combination of both primary and secondary research. The findings may be presented in the form of a written or oral report. Teachers need to be vigilant regarding plagiarism and correct referencing methods. Teachers should assess the process undertaken by learners as well as the final report.

(ii) Case Study (15 marks each out of 100)

This task involves the study of a published real-life situation related to horses. Learners are required to analyse the provided case and present their interpretations and solutions, supported by reasoning and assumptions. The task must be completed under controlled conditions, in either one or two lessons, and count at least 50 marks.

(iii) Practical Task (10 marks each out of 100)

This task must be a practical activity done by the learner in a real-life setting. It must be set by the teacher and completed under controlled conditions by all learners at the same time. It may not be an activity that is done as part of the requirements for the riding and non-riding option (5A or 5B). If the school does not have the proper facilities, facilities nearby should be identified and used to complete the activity.

The assessment of the activity must include appropriate tools e.g. checklist, memorandum or rubric.

Moderation at School Level

It is expected that moderation of the assessment process has taken place at school level to ensure that assessment is valid, fair and reliable. This includes moderation of assessments before they are done by learners, moderation of the marking of the learner evidence by the teacher/assessor and checking of the calculations of learners' results. Evidence of this having taken place must be included in both the Teacher's and Learner's Files.

EQUINE STUDIES ASSESSMENT SYLLABUS

TOPIC 1: Equine Nutrition		
Grade 10	Grade 11	Grade 12
<p>Digestion</p> <ul style="list-style-type: none"> Show a basic understanding of the digestive system: <ul style="list-style-type: none"> Anatomy overview Define Trickle feeder Define Hindgut fermenter <p>Feeding the horse</p> <ul style="list-style-type: none"> Know 11 Golden rules of feeding Recognise feed quality Understand the condition score <ul style="list-style-type: none"> Heneke system Identify different feed types <ul style="list-style-type: none"> Grain (maize, oats, barley, bran) Roughage (erragrostis, teff, lucern, oat hay) Supplements (molasses, salt lick, electrolytes) <p>Conditions of gastro intestinal system</p> <ul style="list-style-type: none"> Define colic Understand types of colic <ul style="list-style-type: none"> Tympanic/gaseous Obstructive Compacted Sand Verminousus Foal Physiological 	<p>Digestion</p> <ul style="list-style-type: none"> Understand detailed anatomy: <ul style="list-style-type: none"> Function, size, physiology Peristalsis Describe function and physiology of accessory organs: <ul style="list-style-type: none"> Pancreas: exocrine and endocrine function Liver function Bile: horse has no gall bladder. <p>Feeding the horse</p> <ul style="list-style-type: none"> Explain golden rules of feeding Understand the six classes of nutrients <ul style="list-style-type: none"> Protein Carbohydrates Fats Vitamins Minerals Water <p>Conditions of gastro intestinal system</p> <ul style="list-style-type: none"> Explain causes of colic Describe signs and symptoms of colic 	<p>Digestion</p> <ul style="list-style-type: none"> Understand digestion and absorption of feed, e.g.: <ul style="list-style-type: none"> Mechanical, acid, enzyme and bacterial digestion Where digestion occurs Where breakdown products are absorbed Explain the importance of gut microbes, roughage, prebiotics and probiotics. <p>Feeding the horse</p> <ul style="list-style-type: none"> Analyse and prepare feeding plans according to the following requirements <ul style="list-style-type: none"> Age, environment, type and volume of work, breed Explain and identify <ul style="list-style-type: none"> concentrate to roughage ratio Ca : P ratio Percentage protein required Feeding relevance to condition score Understand specific feeding requirements for <ul style="list-style-type: none"> Exertional Rhabdomyolysis, laminitis, starvation, obesity, pregnancy, colic, respiratory conditions, box rest. <p>Conditions of gastro intestinal system</p> <ul style="list-style-type: none"> Demonstrate an in depth understanding of: <ul style="list-style-type: none"> Colic Ulcers Choke Millers disease

TOPIC 2: Equine Anatomy and Physiology		
Grade 10	Grade 11	Grade 12
<p>External structure</p> <ul style="list-style-type: none"> • Know points of the horse <p>Conformation</p> <ul style="list-style-type: none"> • Understand how to assess conformation • Understand correct conformation <p>The equine hoof and foot</p> <ul style="list-style-type: none"> • Know the basic anatomy <p>Demonstrate the accepted procedure of picking up both hind and front feet</p> <p>Functional Systems:</p> <ol style="list-style-type: none"> 1. Skeletal system <ul style="list-style-type: none"> – Describe the basic structure, function and type of bones – Know axial and appendicular skeletons 2. Muscular system <ul style="list-style-type: none"> – Describe basic smooth, cardiac and skeletal muscle 3. Cardiovascular system <ul style="list-style-type: none"> – Understand the structure and function of this system 4. Respiratory system <ul style="list-style-type: none"> – Understand the structure and function of this system 	<p>External structure</p> <ul style="list-style-type: none"> • Demonstrate knowledge of scientific anatomical terminology e.g. <ul style="list-style-type: none"> – Anterior, posterior – Cranial, caudal – Rostral caudal – Medial, lateral – Proximal, distal – Deep, superficial – Dorsal, ventral – Flexion, extension – Palmar, plantar – Adduction, abduction • Describe identification methods for horses e.g. <ul style="list-style-type: none"> – Passport, picture, microchip, DNA and blood typing, tattoo, hot branding and freeze marking • Demonstrate common knowledge of breeds, types, colours and markings <p>Conformation</p> <ul style="list-style-type: none"> – Recognise common structural faults <p>The equine foot</p> <ul style="list-style-type: none"> – Understand the daily care of the hoof and foot – Demonstrate a basic understanding of farriery techniques and equipment – Be able to debate "barefoot" versus shod hooves. 	<p>External structure</p> <ul style="list-style-type: none"> • Identify bony protuberances on horses body • Identify superficial muscles • Show where common blemishes and conditions occur e.g. <ul style="list-style-type: none"> - Wind puffs - Girth galls - Curb - Bone spavin - Bog spavin - Splints - Poll evil - Fistulous withers <p>Conformation</p> <ul style="list-style-type: none"> • Understand the relationship of conformation defects to potential limb unsoundnesses • Identify and understand other forms of unsoundness <p>The equine foot</p> <ul style="list-style-type: none"> • Understand diseases, injuries and undesirable conditions of the hoof and foot e.g. <ul style="list-style-type: none"> – Thrush, white line disease, abscesses, laminitis, sidebone, navicular, nail bind, nail prick, corns, dropped sole, contracted heels, long toe low heel syndrome, sheared heels, • Demonstrate knowledge of care and management of diseases, injuries and undesirable conditions of the foot • Describe a balanced foot • Describe the function of the frog, sole and

<p>5. Neuro and endocrine system</p> <ul style="list-style-type: none"> – Understand the structure of the central, peripheral and Autonomic nervous systems <p>6. urogenital system</p> <ul style="list-style-type: none"> • know basic anatomy of where structures lie in the horse <p>7. Integumentary system</p> <ul style="list-style-type: none"> • Label basic anatomy of the skin 	<p>Functional Systems</p> <p>1. Skeletal system</p> <ul style="list-style-type: none"> • Understand the structure and function of synovial joints • Understand the structure and function of tendons and ligaments • Understand bone growth and repair <p>2. Muscular system</p> <ul style="list-style-type: none"> • Understand the basic structure of muscles fibres <ul style="list-style-type: none"> – Compare Slow versus fast twitch (high and low oxidative) <p>3. Cardiovascular system</p> <ul style="list-style-type: none"> • Describe the structure of the heart and the cardiac cycle • Describe thermoregulation, (sweating, anhydrosis, adaptation) • Describe bleeding from a vein and bleeding from an artery <p>4. Respiratory system</p> <ul style="list-style-type: none"> • Describe ventilation during exercise (respiratory locomotary coupling) <p>5. Neuro and endocrine system</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the five senses in the equine <p>6. Urogenital system</p> <ul style="list-style-type: none"> • Demonstrate a basic understanding of the structure and function of kidneys, bladder, reproductive tract 	<p>heels</p> <ul style="list-style-type: none"> • Describe "break-over" <p>Functional Systems</p> <p>1. Skeletal</p> <ul style="list-style-type: none"> - Discuss undesirable conditions of bone and joints <ul style="list-style-type: none"> – Splints, bucked shins, ringbone, bone spavin, kissing spine, – Osteochondritis dissecans and degenerative joint disease - Discuss undesirable bursal enlargements <ul style="list-style-type: none"> – Windgalls, thoroughpin, Curbs, bog spavin, capped elbow carpalitis <p>2. Muscular</p> <ul style="list-style-type: none"> - Identify basic major muscles <ul style="list-style-type: none"> – Trapezius, gluteal, brachiocephalic, triceps, splenius, latissimus dorsi, longissimus dorsi - Understand exertional rhabdomyolysis and, muscle atrophy - Identify the major tendons and ligaments below the knee <ul style="list-style-type: none"> – Superficial digital flexor tendon – Deep digital flexor tendon – Common digital extensor tendon – Suspensory ligament – Check ligaments (proximal and distal) - Describe care, management and recovery prognosis of tendon and ligament injuries
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	<p>7. Integumentary system</p> <ul style="list-style-type: none"> • Understand layers and function of skin 	<p>3. Cardiovascular</p> <ul style="list-style-type: none"> - Describe the difference between arteries and veins - Describe the effects of exercise on the heart relating to performance and fitness - Understand the lymphatic system - Describe defects of the lymphatic system e.g. <ul style="list-style-type: none"> – Stocking up/filled legs – Lymphangitis <p>4. Respiratory</p> <ul style="list-style-type: none"> - Describe the process of gaseous exchange - Describe basic anaerobic and aerobic respiration. - Recognise respiratory distress - Understand undesirable conditions and remedies for them <ul style="list-style-type: none"> – Roaring/laryngeal hemiplegia, Dorsal displacement of the soft palate, Recurrent Airway Disease, Exercise induced pulmonary haemorrhage. <p>5. Neuro and endocrine system</p> <ul style="list-style-type: none"> - Understand undesirable conditions e.g. <ul style="list-style-type: none"> – Cushing’s – Wobbler <p>6. Urogenital system</p> <ul style="list-style-type: none"> - Recognise early signs renal failure <p>7. Integumentary system</p> <ul style="list-style-type: none"> • Describe conditions of the skin <ul style="list-style-type: none"> - Ringworm (dermatophytosis) - Mud fever - Rain scald (dermatophilosis)
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		<ul style="list-style-type: none"> - Mange - Melanoma - Sarcoids - Papilloma - Anhydrosis - Urticaria - Photosensitivity - Sweet itch
TOPIC 3: Equine Health Care		
Grade 10	Grade 11	Grade 12
<p>History of the horses development</p> <ul style="list-style-type: none"> • Understand evolution and scientific classification • Understand adaptation to climatic conditions • Describe domestication of the horse <p>Common diseases</p> <ul style="list-style-type: none"> • List common diseases in South Africa that may affect horses <ul style="list-style-type: none"> – African Horse sickness – Tetanus – Influenza – Rabies – Strangles – Westnile – Encephalosis – Herpes – Botulism – Biliary • Understand the difference between bacteria, virus, parasite, fungal 	<p>Dentition</p> <ul style="list-style-type: none"> • Understand categories of Teeth and relationship to ageing • Understand conditions relating to dentition <ul style="list-style-type: none"> – Wolf teeth – Sharp enamel edges – Quidding – Tooth abscesses – Overbite and underbite • Understand dental routine and when to call the dentist <p>Common diseases Recognise symptoms of common diseases</p> <ul style="list-style-type: none"> • African Horse sickness • Tetanus • Influenza • Rabies • Strangles • Westnile • Encephalosis • Herpes • Botulism • biliary 	<p>Common diseases</p> <ul style="list-style-type: none"> • Demonstrate knowledge of disease prevention <ul style="list-style-type: none"> – Understand vaccination program – Understand isolation protocols <p>Parasites</p> <ul style="list-style-type: none"> • Ability to design and implement a de-worming protocol <ul style="list-style-type: none"> – Prevention, method and control <p>Equine first aid</p> <ul style="list-style-type: none"> • Describe how to stop bleeding from a wound • demonstrate how to measure temperature pulse and respiration and what instruments are used • Understand nursing a sick horse <ul style="list-style-type: none"> - Post colic operation - Respiratory conditions - Isolation - Box rest

<p>Equine first aid</p> <ul style="list-style-type: none"> • Know normal ranges for Temperature, pulse, respiration <ul style="list-style-type: none"> – T = 37.5 – 38.5 °C – P = 28 – 42 BPM – R = 10 – 15 BPM • Recognise other health and wellbeing measurements <ul style="list-style-type: none"> – Capillary refill time, skin tenting, colour of mucous membranes <p>Limb unsoundness</p> <ul style="list-style-type: none"> • Define lameness of limb • Explain movement (paces/footfall sequence) 	<p>Parasites</p> <ul style="list-style-type: none"> • Understand external parasites: ticks, flies, mites, fungus, • Understand Internal parasites, helminths, bots, (including but not limited to, small strongyles, large strongyles, tapeworm, pin worm, roundworms) and their lifecycles <p>Equine first aid</p> <ul style="list-style-type: none"> • Recognise wound types • Identify wounds that require veterinary intervention • Manage wound healing <p>Equine welfare</p> <ul style="list-style-type: none"> • Know Five freedoms of the horse • Awareness of Animal Protection Acts (Powers of seizure) • Euthanasia 	<p>Lameness</p> <ul style="list-style-type: none"> • Understand methods in determining lameness e.g. <ul style="list-style-type: none"> - Palpation - Trot out on hard surface - head nods down on sound front leg, hip hike on back leg - lunge in circle - different surfaces - flexion tests - ride horse • understand methods for diagnosing lameness e.g <ul style="list-style-type: none"> - nerve blocks - radiographs - scintigraphy - MRI and CT scan - Ultrasound - thermography <p>Reproduction</p> <ul style="list-style-type: none"> - Mare <ul style="list-style-type: none"> – Anatomy – Perineal conformation – Physiology (mares hormonal cycle) - Stallion <ul style="list-style-type: none"> – Anatomy - Physiology (stallion hormonal cycle) - Parturition <ul style="list-style-type: none"> - Indicators of readiness - Three stages of parturition - Dystocia
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TOPIC 4: Equine Stable Yard Management		
Grade 10	Grade 11	Grade 12
<p>Grooming and turnout</p> <ul style="list-style-type: none"> • Know grooming equipment and demonstrate their use • Demonstrate Plaiting (manes and tails) • Describe trimming and clipping techniques • Describe trimming and clipping types <p>Blankets and boots</p> <ul style="list-style-type: none"> • Identify types and demonstrate fit of both blankets and boots <p>Tack</p> <ul style="list-style-type: none"> • Identify types and general use • Demonstrate fit of snaffle bit, bridle and general purpose saddle <p>Yard management</p> <ul style="list-style-type: none"> • Describe a basic daily stable yard routine • Describe manure management and disposal • Describe stable yard, paddock and arena design 	<p>Lunging</p> <ul style="list-style-type: none"> • Demonstrate lunging a trained horse without gadgets with a lunging cavesson <p>Advanced tack</p> <ul style="list-style-type: none"> • Identify types and demonstrate fit of bits and bridles other than snaffles. • Identify types of saddles other than general purpose saddle <p>Stable vices</p> <ul style="list-style-type: none"> • Understand and explain the cause and prevention of stable vices e.g. <ul style="list-style-type: none"> – box walking, weaving, kicking, biting, wood chewing, wind sucking, crib biting, rug tearing <p>Horse psychology</p> <ul style="list-style-type: none"> • Understand the herd nature and hierarchy of horses • Understand horse body language <p>Yard management</p> <ul style="list-style-type: none"> • Manage general health, hygiene and vermin control for a stable yard 	<p>Travel and trucking</p> <ul style="list-style-type: none"> • Know AHS movement restrictions and legislation • Demonstrate knowledge of practical travel requirements (feeding and watering, loading e.g. single horse in double birth, difficult to load, protective wear) • Know vehicle checks and license requirements • Understand travel sickness <p>Pasture management</p> <ul style="list-style-type: none"> • Understand rotation of pastures and handling manure on pasture • List veld plants toxic to equines in South Africa <ul style="list-style-type: none"> – Senicio – Brakenfern – Datura – Monkey rope – Thorn apple – Mienie-Mienie bean – Blue green algae • Name maintenance items to checks for in the yard paddock and arena <p>Yard management</p> <ul style="list-style-type: none"> • Know required legislation for running a stable yard <ul style="list-style-type: none"> – Occupational health and safety regulations – Labour laws – Tax laws – Insurance requirements

TOPIC 5A: Horsemanship (Riding proficiency)		
Grade 10	Grade 11	Grade 12
<p>Demonstrate</p> <ul style="list-style-type: none"> • Fitting a saddle, bridle and ancillary tack to a horse for riding • Mounting and dismounting • Walk, trot and canter on a known horse in an arena with and without stirrups. • Knowledge of riding out of enclosed spaces in company • Knowledge of road safety • Maintain a log of personal riding 	<ul style="list-style-type: none"> • Demonstrate riding in a recognised competition discipline of choice at novice level • Maintain a verified log of competition riding, in the discipline of choice, in at least four competitive events at novice level or higher 	<ul style="list-style-type: none"> • Demonstrate riding in a recognised competition discipline of choice at level higher than novice • Maintain a verified log of competition riding, in the discipline of choice, in at least four competitive events higher than novice level • Demonstrate the ability to handle and ride at least two unknown horses on the flat
TOPIC 5B: Horsemastership (Non-Riding)		
Grade 10	Grade 11	Grade 12
<p>Three vocations from the Equine Industry fields below are chosen by the learner at the start of grade 10.</p> <ul style="list-style-type: none"> - Equine Welfare - Equine Physiotherapy - Equine Farriery - Equine Dentistry - Complementary equine therapies - Equine Veterinary/para-veterinary practices - Equine Breeding - Equine Nutrition - Stable Yard Management <ul style="list-style-type: none"> • Investigate each vocation as a career choice by conducting: secondary research (via books, magazine, internet etc.); primary research (via observations, interviews, 	<p>One vocation from the Equine Industry fields below is chosen by the learner at the start of grade 11.</p> <ul style="list-style-type: none"> - Equine Welfare - Equine Physiotherapy - Equine Farriery - Equine Dentistry - Complementary equine therapies - Equine Veterinary/para-veterinary practices - Equine Breeding - Equine Nutrition - Stable Yard Management <ul style="list-style-type: none"> • Complete a Practical Project in the chosen vocation, comprising 160 hours of activities. The activities must include secondary research (via books, magazine, internet etc.), primary research (via observations, 	<p>One vocation from the Equine Industry fields below is chosen by the learner during the course of grade 11. The vocation may not be the same as that chosen for grade 11.</p> <ul style="list-style-type: none"> - Equine Welfare - Equine Physiotherapy - Equine Farriery - Equine Dentistry - Complementary equine therapies - Equine Veterinary/para-veterinary practices - Equine Breeding - Equine Nutrition - Stable Yard Management <ul style="list-style-type: none"> • Complete a Practical Project in the chosen vocation, comprising 160 hours of activities. The activities must include secondary research (via books, magazine, internet

<p>investigations etc.); practical activities performed in real-life settings; and self-reflection on research findings.</p>	<p>interviews, investigations etc.), practical activities performed in real-life settings under supervised conditions, and reflections on experiences and own performance. The learners should work with Professional Body registered practitioners in their chosen vocation.</p> <ul style="list-style-type: none"> • Submit a Portfolio of Evidence/Visual Diary comprising evidence of all activities, including a log record for the 160 hours (see Appendix E), photographs and/or video clips, and all completed assessment tools. The hours logged include time spent doing supervised tasks, gathering, processing and presenting information, and reflecting. • Make a formal oral presentation to the Teacher via PowerPoint and/or DVD. The presentation must include a motivation for the choice of vocation, the aim(s) of the Project; research findings; practical activities undertaken; recommendations and self-reflections. • Answer questions orally during and/or after the presentation. 	<p>etc.), primary research (via observations, interviews, investigations etc.), practical activities performed in real-life settings under supervised conditions, and reflections on experiences and own performance. The learners should work with Professional Body registered practitioners in their chosen vocation.</p> <ul style="list-style-type: none"> • Submit a Project Proposal to the Internal Moderator: Equine Studies for approval by the end of October of the Grade 11 year (see Appendix F). • Submit a Portfolio of Evidence/Visual Diary comprising evidence of all activities, including a log record for the 160 hours (see Appendix E), photographs and/or video clips, and all completed assessment tools. The hours logged include time spent doing supervised tasks, gathering, processing and presenting information, and reflecting. • Make a formal oral presentation to the Teacher via PowerPoint and/or DVD. The presentation must include a motivation for the choice of vocation, the aim(s) of the Project; research findings; practical activities undertaken; recommendations and self-reflections. • Answer questions orally during and/or after the presentation.
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D. ADMINISTRATIVE DOCUMENTS AND APPENDICES

1. ADMINISTRATIVE DOCUMENTATION FOR SBA

- 1.1 Teacher's SBA File Cover Sheet
- 1.2 Candidate's SBA File Cover Sheet
- 1.3 Teacher's Record of SBA Marks
- 1.4 SBA Rank-Order Sheet
- 1.5 Regional and National Moderation Tool
- 1.6 Final Moderation Feedback Form to IEB
- 1.7 Example of Letter of Authenticity
- 1.8 Example of Declaration of Omissions

2. APPENDICES

- 2.1 Appendix A: Example of Design Grid
- 2.2 Appendix B: Bloom's Taxonomy of Cognitive Demand
- 2.3 Appendix C: Equestrian Competition Disciplines
- 2.4 Appendix D: Horsemanship Log Record
- 2.5 Appendix E: Horsemastership Log Record
- 2.6 Appendix F: Suggested Template for Horsemastership Project Proposal

1.1 TEACHER'S SBA FILE COVER SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION
EQUINE STUDIES
COVER SHEET FOR TEACHER'S FILE**

School:
Teacher's Name:

	SUPPORTING DOCUMENTATION	Evidence provided
1	Teacher's Record of SBA Marks	
2	Rank Order List for ALL Learners in the grade	
3	Evidence of School (or External if one person department) Moderation	
<p>EVIDENCE OF SBA ITEMS This Section must contain:</p> <ul style="list-style-type: none"> • All assessments done by learners. • Design grids for the exams and tests • Marking Guidelines for each assessment (Memoranda, Rubrics, etc.) 		

Preliminary Examination	
Controlled Test 1	
Controlled Test 2	
Research Task	
Case Study	
Practical Task	

1.2 CANDIDATE'S SBA FILE COVER SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION
EQUINE STUDIES
COVER SHEET FOR LEARNER'S FILE**

(To be filled in by the candidate and controlled by the teacher)

Centre Number Candidate's Examination number

No	Item	Date	Raw Score	Weighted Final Mark
1	Prelim Exam			/25
2	Controlled Test 1			/15
	Controlled Test 2			/15
4	Research Task			/20
5	Case Study			/15
6	Practical Task			/10
			Total (100)	

Educator signature: _____ Learner signature: _____

Date: _____

Date: _____

1.4 SBA RANK-ORDER SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION
EQUINE STUDIES
SBA RANK ORDER LIST**

CENTRE NO

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CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

EXAMINATION NUMBER

MARK – 100

1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			

1.5 REGIONAL AND NATIONAL MODERATION TOOL



**NATIONAL SENIOR CERTIFICATE EXAMINATION
EQUINE STUDIES
NATIONAL MODERATION TOOL**

SCHOOL	DATE
TEACHER'S NAME	CENTRE NO:
MODERATOR	

Compliance	Completed Teacher's SBA Cover Sheet included	IEB Selection List included (if applicable)	Mark Schedule completed correctly and signed by the Principal	Completed Rank Order List included	Proof of School/External Moderation provided	Irregularities clearly documented (if applicable)
	This row applies to Learner's SBA only	Suitable file used	Completed and correct Learner's SBA Cover Sheet included	Declaration of Authenticity provided	Declaration of Omissions provided (if applicable)	

		Rating Scale						
		1. Does not meet the requirements at all. 2. Some important omissions. 3. Some minor omissions. 4. Meets the requirements fully.						
Quality	Evidence of ...	Clear instructions/ question papers provided	Task of required rigour	Completed Grid to justify design	Appropriate and clear Marking Guidelines	Consistent assessment against marking guidelines	Constructive feedback to learners	Comments with regards to compliance with SAGs
	Preliminary Examination							
	Controlled Test 1							
	Controlled Test 2							
	Research Task							
	Case Study							
	Practical Task							

Moderator's Signature: _____ **Date:** _____

1.6 FINAL MODERATION FEEDBACK FORM TO IEB



**NATIONAL SENIOR CERTIFICATE EXAMINATION
EQUINE STUDIES
FINAL MODERATION FEEDBACK FORM**

To be completed and retained by the IEB

Examination Centre Number: _____

The candidates required to submit Learner Files for moderation (candidates supplied by IEB)

Examination number	School Mark (%)	Moderated Mark (%)

Comments:

Recommendations:

SBA MARKS SHOULD BE ACCEPTED WITHOUT ALTERATION	Yes	No
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Change recommended by moderator:

Change to be implemented:

SBA Moderator's signature _____ Date: _____

1.7 EXAMPLE OF LETTER OF AUTHENTICITY



**NATIONAL SENIOR CERTIFICATE EXAMINATION
EQUINE STUDIES
LETTER OF AUTHENTICITY**

School Letterhead

DECLARATION BY THE CANDIDATE

I hereby declare that all the work contained in this SBA is my own, original work and that if I have made use of any source, I have acknowledged this.

LEARNER NAME

DATE

I agree that, if it is determined by the competent authorities that I have engaged in any fraudulent activities whatsoever in connection with the contents of my SBA, I shall forfeit completely the marks gained for this assessment.

LEARNER NAME

DATE

DECLARATION BY THE CANDIDATE'S TEACHER

As far as I know, the above statement by the candidate is true and I accept that the work offered is his/hers.

TEACHER

DATE

1.8 EXAMPLE OF DECLARATION OF OMISSIONS



**NATIONAL SENIOR CERTIFICATE EXAMINATION
EQUINE STUDIES
DECLARATION OF OMISSIONS**

To be included in place of a missing SBA piece

SCHOOL LETTERHEAD

Learner Name: _____ **Grade:** _____

SBA Task: _____

The learner has failed to include the set SBA task for the following reason:

	Illness. <i>Doctor's note attached.</i>
	The completed task is lost, but a mark is recorded.
	Absenteeism. <i>I hereby acknowledge the fact that I have failed to report on an alternate date to complete my Equine Studies SBA 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.</i>
	Failed to hand in the task. <i>I hereby acknowledge the fact that I have failed to hand in an Equine Studies SBA Task. This means I will receive 0% for the task. I am completely to blame for my own failure to hand in the task on time or not at all.</i>
	Other:

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

Teacher's Signature

DATE

Learner's Signature

DATE

2.2 APPENDIX B: BLOOM'S TAXONOMY OF COGNITIVE DEMAND

BLOOM'S TAXONOMY OF COGNITIVE DEMAND				
Level	Description	Explanation	Skills demonstrated	Action verbs
6	Evaluation	Making judgments based on certain criteria	Compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned arguments; verify value of evidence; recognise subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise, critique, interpret, justify.
5	Synthesis	The ability to put elements together to form a new whole	Use old ideas to create new ones, generalise from given facts, relate knowledge from several areas, predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalise, rewrite, categorise, combine, compile, reconstruct
4	Analysis	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised	Seeing patterns, organisation of parts, recognition of hidden meanings, and identification of components.	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, diagram, illustrate
3	Application	The ability to use (or apply) information in new situations	Use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce
2	Comprehension	First level of understanding, recall and understand information, describe meaning	Understanding information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, infer causes, predict consequences	Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, defend, explain, generalise, give example, rewrite
1	Knowledge	Act of remembering facts. Only recall	Observation and recall of information	List, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognise, examine, tabulate, quote, name

2.3 APPENDIX C: EQUESTRIAN COMPETITION DISCIPLINES

Flat Racing	Carriage Driving	Western Mounted Games
Show Jumping	Endurance	Western Dressage
Dressage	Polo	Horse Ball
Para Dressage	Polocrosse	TREC
Eventing	Tentpegging	Horseback Archery
Showing	Saddle Seat	Harness Racing
Equitation	Pony Club Mounted Games	
Vaulting	Reining	

2.6 APPENDIX F: EQUINE STUDIES – TOPIC 5B – HORSEMASTERSHIP – SUGGESTED TEMPLATE FOR PROJECT PROPOSAL

EQUINE STUDIES: HORSEMASTERSHIP PROJECT PROPOSAL					Date: _____
Name: _____		School: _____			
Vocation: _____		CEEPSA Registered Practitioner(s): _____			
Motivation: Why I have chosen this field and this vocation What I aim to accomplish over the 160 hours What I want to learn					
Activities: What activities I intend to do:	Where I will do the activity	When I will do the activity	How I will do the activity	Why I will do the activity	What evidence I will provide
1					
2					
3					
4					
5					

etc.