



**ACMBEH301**

# Identify behaviours and interact safely with animals

## Short Answer Questions

Assessment 2 of 2

**Assessor Guide**



# Assessment Instructions

## Task Overview

This assessment task is divided into 20 short answer questions. Read each question carefully before typing your responses in the spaces provided.



## Assessment Information

### Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the Learning Platform. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

# Module 1: ACMBEH301 Identify behaviours and interact safely with animals

## Question 1

There are two Australian Shepherds, Whisper and Chase, in the same boarding facility. Their coats are of the same length, and they both have some white, blue merle, black and tan patches. The following photographs show the two dogs.



Whisper



Chase

- a) Write a brief cage card description for **Whisper**, mentioning three (3) physical characteristics that are specific to Whisper and could be used to distinguish them from Chase.

[Approximate word count: 15-30 words]

**Assessor instructions:** The student must provide three (3) physical characteristics that can be seen in the provided photograph of Whisper (left image) but are distinct enough to distinguish between the two dogs. Some sample characteristics are provided below.

Blue merle spectacle markings.

Black patches over the ears extend to the top of the spectacle markings and down the edges of the cheeks.

Solid black nose.

Tan cheek patches extend onto the muzzle and around the eyes.

Heterochromia / Mismatched eye colour with the left eye completely brown and right eye completely blue.

Narrow, white blaze extends from the front of the muzzle to past the ears.

Symmetrical facial markings.

Predominant blue merle rump.

Large black spot on the right mid-thigh.

- b) List two [2] other physical characteristics that could be used to distinguish between the two Australian Shepherds, which cannot be seen in the provided photographs.

[Approximate word count: less than 10 words]

**Assessor instructions:** The student must provide any two [2] of the following physical characteristics. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

Sex

Whether the animal is intact or desexed

Footpad colours

Claw colours

Tail colour

Dental profile

Scarring

Physical injuries

## Question 2

List five [5] common forms of visual identification that would help you distinguish between two individual animals of the same species, breed, colour and sex.

[Approximate word count: 5-10 words]

**Assessor instructions:** The student must provide any five [5] of the following forms of visual identification. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

Collar

Name tag

Brand

Ear notch

Tattoo

Ear tag

Leg band

[Do not accept "microchip" as a response because you can't see it without using equipment.]

## Question 3

Complete the following table by:

- defining each of the following factors that can influence the behaviour of an animal.
- Provide an example of how these factors can influence an animal's behaviour.

[Approximate word count: 10-50 words per cell]

**Assessor instructions:** The student must provide a definition for each of the listed factors affecting animal behaviour and an accurate example.

The student may use different wording in their responses and provide different examples. However, the provided details must reflect the characteristics described in the following benchmark answers. Assessors are to determine if the examples are accurate. Additional examples of factors influencing behaviour are provided in *Topic 2, Subtopic 2: Identify and interpret animal behaviour*.

Factor influencing behaviour	Definition	Example
Genetics	Heritable behavioural tendencies / Heritable predisposition for a particular temperament	For example, the offspring of two calm dogs are likely to be calm and show calm behaviours.
Health	The health status of the individual – whether they are healthy or experiencing illness, injury or pain	An animal in pain is more likely to display stressed-anxious or defensive-fearful behaviours compared to a healthy animal in the same situation.
Environment	The physical factors of the animal's immediate surroundings in terms of location and familiarity.	For example, in an unfamiliar location, a confident individual may become alert and want to explore, while an anxious individual may attempt to hide or seek comfort from their owner.
Situation and context	The specific variables present when a particular behaviour is displayed, such as noise level, the presence of other animals, particular people, etc.	A dog may walk calmly on a lead until another dog runs up to them, barking.
Previous learning	Many animals associate emotional states with a particular event and will repeatedly display similar behaviours in similar situations.	For example, a dog gets excited when its owner picks up the lead or says the word "walk".

#### Question 4

Complete the following table by:

- providing a brief explanation of each emotional state
- classifying each emotional state as positive, neutral or negative.

[Approximate word count: 10-20 words per explanation]

**Assessor instructions:** The student must correctly complete the following table. The student may use different wording in their explanations of the different emotional states. However, the provided details must reflect the characteristics described in the following benchmark answers.

Core Emotional State	Explanation	Positive / Neutral / Negative
Lust	The animal feels the need to identify potential mates and reproduce.	Negative
Asleep	The animal is sleeping.	Neutral
Rage	The animal feels the need to compete for and defend resources.	Negative
Seeking	The animal feels the need to explore and look for resources.	Positive
Play	The animal feels the need for social engagement.	Positive
Fear	The animal feels the need to avoid or escape from potential harm.	Negative
Panic	The animal feels isolated and without a caregiver or protector.	Negative
Care	The animal feels the need to groom itself or others or share resources with other individuals or look after offspring.	Positive

#### Question 5

- Define the term anthropomorphism.

[Approximate word count: 10-20 words]

**Assessor instructions:** The student must provide an accurate definition.

The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answer.

Anthropomorphism is the process of attributing human characteristics, emotions or motivations to animal behaviours.

- Explain the risk associated with anthropomorphism in the context of interpreting animal behaviour.

[Approximate word count: 15-30 words]

**Assessor instructions:** The student must accurately explain the risk of anthropomorphising animal behaviour.

The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answer.

Anthropomorphising an animal's behaviour can lead to misinterpreting the behaviour, which can result in harming the animal's welfare.

## Question 6

Describe the likely gross movements, fine movements and vocalisations the animal would display in each of the following scenarios:

- a) a calm cat
- b) a fractious cat
- c) an excited dog
- d) an anxious dog.

[Approximate word count: 15-30 words per animal]

**Assessor instructions:** The student must refer to all three [3] components of behaviour for each scenario. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

- a) Calm cat
  - i. Gross movements: **Either sitting/lying still or walking normally.**
  - ii. Fine movements: **Slow blinking and slow flicking of the tail.**
  - iii. Vocalisations: **None / Purring [only one (1) is required].**
- b) Fractious cat [provide two [2] examples for each type of body language]
  - i. Gross movements: **Tail swishing, sudden, strong movements, such as swiping or bolting.**
  - ii. Fine movements: **Eyes strained and tight, ears flattened, whiskers erect and straight out or pulled back.**
  - iii. Vocalisations: **Growling or hissing.**
- c) Excited dog [provide two [2] examples for each type of body language]
  - i. Gross movements: **Jumping, running, tail wagging, full body shake.**
  - ii. Fine movements: **Mouth open, tongue out, eyes bright and alert.**
  - iii. Vocalisations: **Barking or whining.**
- d) Anxious dog [provide two [2] examples for each type of body language]
  - i. Gross movements: **Pacing, repeated whole-body shakes, repeated and prolonged yawns, excessive licking or drooling, weight shifted to back legs, cowering, hiding.**
  - ii. Fine movements: **Tail drooping or tucked, eyes wide open and showing the whites, ears pinned to the head.**
  - iii. Vocalisations: **Barking or whining.**

## Question 7

a) List two [2] examples of coping or calming behaviours that are typical of stressed cats.

[Approximate word count: 2-10 words]

**Assessor instructions:** The student must provide any two [2] of the following cat calming behaviours. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

Purring  
Excessive grooming  
Pacing  
Kneading with paws  
Self-spacing / time out  
Seek comfort from the owner  
Sucking or chewing on fabrics or objects

b) List two [2] examples of coping or calming behaviours that are typical of stressed dogs.

[Approximate word count: 5-20 words]

**Assessor instructions:** The student must provide any two [2] of the following dog calming behaviours. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

Lip licking  
Scratching when there is no itch  
Yawning when not tired  
Excessive grooming  
Sniffing the ground when there is nothing to sniff  
Whole-body shake when not wet  
Compulsive paw licking  
Panting even though there was no exercise  
Head-turning or turning away  
Play bow while staying still  
Walking slowly towards a dog or person when meeting them  
Freezing when meeting a person or other dog  
Sitting down when meeting a person or other dog  
Lifting one paw when meeting a person or other dog  
Walking in a curve when meeting a person or other dog



### Question 8

List three (3) ways to obtain information about an individual animal that will help to inform how best to approach that individual.

[Approximate word count: 15-30 words]

**Assessor instructions:** The student must provide any three (3) of the following methods of obtaining information.

The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

Speak to the owner/handler [only accept one (1) of these]

Speak to the supervisor/veterinary/relevant staff member [only accept one (1) of these]

Read the cage card

Read the individual animal record/file

Read relevant breed standards for temperament.

### Question 9

a) Briefly describe the step you must take before interacting with any animal to ensure you recognise potentially unsafe behaviours displayed by the animal.

[Approximate word count: 5-15 words]

**Assessor instructions:** The student must identify that a distance assessment is the first step in recognising potentially unsafe animal behaviours. The student may use different wording in their response. However, the provided details must reflect the characteristics described in the following benchmark answer.

Conduct a distance assessment of the animal's behaviours, emotional state and arousal level.

b) Complete the following table by explaining the risk associated with each of the following animal behaviours and providing an appropriate response to each.

[Approximate word count: 5-40 words per cell]

**Assessor instructions:** The student must correctly identify the physical risk to the handler in each scenario and that the appropriate response in each instance is to stop the approach of the animal. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

Description of behaviour	Identify risk associated with the behaviour	Response
A dog is jumping repeatedly at the door of its enclosure when you arrive to talk it for a walk.	There is a risk that the handler will be knocked over or will be scratched.	Turn your back to the dog if it is safe to do so. Do not acknowledge the animal.
A cat is crouching in its carrier with its ears flattened, pupils fully dilated and tail swishing vigorously.	There is a risk of being scratched or bitten.	Do not attempt to handle the animal. Place a towel or other item over the carrier to darken it and spray the carrier and other items with a pheromone to take the edge off the cat's stress.
You are replacing food and water in a parrot's cage when you notice its pupils are pinpoints and that it is holding its body parallel to the ground with its wings lifted slightly.	There is a risk of being bitten.	Back off immediately and take your hands out of the cage.

### Question 10

The carer-animal relationship can have a significant effect on an animal's general behaviour.

- a) Briefly describe two [2] actions a carer can take to encourage wanted behaviours in an animal.  
 b) Explain why these actions encourage wanted behaviours.

[Approximate word count: 30-60 words]

**Assessor instructions:** The student must provide any two [2] of the following carer actions and identify that the actions build and foster the animal's trust in the carer. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

<p>a) Actions that encourage wanted behaviours:</p> <ul style="list-style-type: none"> <li>• Providing positive reinforcement / Rewarding wanted behaviours (only accept one [1] of these)</li> <li>• Providing positive interactions between the animal and the handler, such as playtimes</li> <li>• Allowing time for bonding</li> <li>• Providing suitable enrichment for the animal.</li> </ul>
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b) Explanation: These types of actions build trust between the animal and the carer and create positive associations for the animal with the carer / the animal learns that interacting with the carer is a good thing. [As a minimum, the student must identify that trust is established and/or maintained.]

- c) Briefly describe two [2] actions a carer can take that will create undesirable behaviours in an animal.  
d) Explain why these actions cause undesirable behaviours.

[Approximate word count: 30-60 words]

**Assessor instructions:** The student must provide any two [2] of the following carer actions and identify that the actions build and foster a positive carer-animal relationship. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

c) Actions that produce unwanted behaviours:

- Isolating the animal / Denying the animal interactions with people or other animals [only accept one [1] of these]
- Providing positive punishment
- Depriving the animal of food/water/shelter [only accept one [1] of these]
- Deliberately causing the animal discomfort/pain/stress [only accept one [1] of these].

d) Explanation: These types of actions prevent bonding between the carer and the animal / cause the animal to develop a fear of the carer / cause the animal to become uncertain of their situation or of interactions with the carer / cause the animal to develop a lack of confidence / create negative associations for the animal with the carer / the animal learns that interacting with the handler is a bad thing. [The student must include at least two [2] of these.]

## Question 11

- a) List three [3] general low stress and humane handling techniques that apply to all animal species.

[Approximate word count: 10-50 words]

**Assessor instructions:** The student must provide any three [3] of the general handling techniques. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

Minimise handling.

Use the minimal equipment/restraint necessary to keep you and the animal safe.

Where possible use your hands directly, rather than handling gloves or equipment that makes it harder to adjust your grip position or pressure on the animal.

Talk quietly.

Don't make sudden movements.

- b) Briefly describe [2] ways in which you can use a towel to interact with an animal. Use two [2] different species in your examples.

[Approximate word count: 20-50 words]

**Assessor instructions:** The student must provide two (2) examples of how to use a towel when interacting with different species. The student may provide different examples to those provided in the sample answer. The Assessor is to determine whether the examples are accurate. Some sample responses are provided below.

Use a towel to throw over a bird to catch it.

Use a towel to cover a box to keep an injured native animal in the dark.

Use a towel to line a carrier as padding when transporting a pocket pet.

Use a towel to restrain a fractious cat with a kitty burrito.

Use a towel to make a temporary muzzle for a dog.

Use a towel as a bandage/splint/stretchers during first aid for an injured wombat.

## Question 12

Describe each of the following hazards, including what the risks are and who (the handler, the animal, other people, other animals) is at risk.

- a) Injuries inflicted by the animal
- b) Manual handling
- c) Infectious diseases
- d) Zoonoses
- e) Animal incompatibilities

[Approximate word count: 25-60 words per hazard]

**Assessor instructions:** The student must accurately describe each hazard, including the party or parties at risk of each hazard. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

- a) Injuries inflicted by the animal

Injuries inflicted by the animal include bites, scratches, kicks and crushing. The handler is at risk of these types of injuries when they interact with the animal.

- b) Manual handling

Manual handling injuries occur when a person lifts loads that are too heavy or do not lift the load appropriately. Manual handling injuries most commonly affect the person's back.

- c) Infectious diseases

Infectious diseases are illnesses that are contagious/spread between different individuals. They affect the animal that is ill but can also affect other, healthy animals if they are allowed to spread.

- d) Zoonoses

Zoonoses are infectious diseases that can spread from animals to humans. They affect the animal that is ill but can also make people very ill if the disease is allowed to spread.

- e) Animal incompatibilities

Animal incompatibilities occur when individual animals cause each other stress or injury when they interact or are housed together. The risks are to the animals involved, but also to any handler that may need to break up conflict or may be injured when an animal is in a panic or tried to escape.

### Question 13

Complete the following table by briefly describing the purpose of each of the following types of PPE.

[Approximate word count: 5-35 words per cell]

**Assessor instructions:** The student must correctly identify the purpose of each type of PPE. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

Type of PPE	Purpose
Footwear	[Three (3) purposes required] Protection from: [the student must include at least three (3) of the following] <ul style="list-style-type: none"><li>• slipping</li><li>• small items falling on feet</li><li>• support for feet and ankles over rough or uneven surfaces</li><li>• zoonotic diseases</li><li>• an animal stepping on the foot</li><li>• wet weather/conditions.</li></ul>
Disposable gloves	[One (1) purpose required] Protection from zoonotic disease.
Handling gloves or gauntlets	[One (1) purpose required] Protection from bites/scratches/other injuries [only one (1) is required] an animal might inflict on the handler.
Protective clothing (such as scrub tops, wide-brimmed hats and coveralls)	[Three (3) purposes required] Protection from: [the student must include at least three (3) of the following] <ul style="list-style-type: none"><li>• zoonotic disease</li><li>• prolonged exposure to UV radiation</li><li>• exposure to heat/cold/rain/weather conditions</li><li>• rough or wet conditions</li><li>• insect bites</li><li>• helps to keep the uniform clean.</li></ul>

## Question 14

Complete the following table by providing three [3] examples of typical tasks that are carried out within each of the following animal care activity categories.

[Approximate word count: 5-35 words per cell]

**Assessor instructions:** The student must provide any three [3] of the listed examples for all the animal care activity types. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

Animal Care Activity Category	Examples of tasks
Preventative health, hygiene, sanitation and infection control	<ul style="list-style-type: none"><li>• Administering liquid topicals, tablets and/or products for parasite control</li><li>• Administering vaccinations against infectious disease</li><li>• Cleaning all animal items, such as bedding, food bowls, enclosure, enrichment toys, etc.</li><li>• Cleaning and/or disinfecting of surfaces and/or enclosures</li><li>• Ear, eye and teeth cleaning</li><li>• Correct storage/preparation of food items</li><li>• Correct disposal of waste</li></ul>
Grooming	<ul style="list-style-type: none"><li>• Nail clips</li><li>• Bathing</li><li>• Brushing</li><li>• Fur clips/cuts</li></ul>
Medical procedures	<ul style="list-style-type: none"><li>• Conduct surgery</li><li>• Conduct health check-ups</li><li>• Diagnose injuries/diseases</li><li>• Conduct dental examinations/procedures</li><li>• Conduct blood tests</li><li>• Provide first aid</li></ul>
Lifting and moving animals	<ul style="list-style-type: none"><li>• Lifting animals onto an examination/grooming table</li><li>• Lifting animals into/out of an enclosure/carrier</li><li>• Walking animals on a lead</li><li>• Transporting animals in a vehicle</li></ul>

## Question 15

Complete the following table by listing the Five Freedoms of animal welfare and ethics and providing a description of how to uphold each Freedom in a typical animal care workplace.

[Approximate word count: 5-50 words per cell]

**Assessor instructions:** The student must correctly name and describe how to uphold each of the Five Freedoms. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

The Five Freedoms	How to uphold in the workplace
Freedom from hunger, malnutrition and thirst	Provide the animal with unrestricted access to clean water and a balanced diet that maintains good health.
Freedom from fear and distress	Minimise handling, but use safe, low stress handling techniques when interactions are necessary.
Freedom from heat stress or physical discomfort	Provide the animal with species-appropriate housing, including shelter from the elements and a safe and comfortable resting place.
Freedom from pain, injury and disease	Provide a safe environment for the animal that is unlikely to cause injury, and quick and accurate diagnoses and treatment of illnesses and injuries. If it has been determined that euthanasia is the only option, it should be quick and humane to end an animal's suffering.
Freedom to express normal patterns of behaviour	Provide animals with the opportunity to move freely, sit, stand, turn around, lie down and perform normal bodily functions, groom, play, socialise and forage for food.

## Question 16

a) Provide the name and URL of the Work Health and Safety Act that is relevant to your State or Territory.

[Approximate word count: 1 hyperlink]

**Assessor instructions:** The student must provide one [1] of the following URLs. The Assessor must determine whether the legislation is applicable in the student's State or Territory of residence.

a) Hyperlink: <ul style="list-style-type: none"><li>• ACT Work Health and Safety Act 2011: <a href="https://www.legislation.act.gov.au/a/2011-35/">https://www.legislation.act.gov.au/a/2011-35/</a></li><li>• NSW Work Health and Safety Act 2011: <a href="https://www.legislation.nsw.gov.au/#/view/act/2011/10">https://www.legislation.nsw.gov.au/#/view/act/2011/10</a></li><li>• NT Work Health and Safety Act 2011: <a href="http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/nt/num_act/whasula201139o2011543/">http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/nt/num_act/whasula201139o2011543/</a></li><li>• QLD Work Health and Safety Act 2011: <a href="https://www.worksafe.qld.gov.au/laws-and-compliance/workplace-health-and-safety-laws/laws-and-legislation/work-health-and-safety-act-2011">https://www.worksafe.qld.gov.au/laws-and-compliance/workplace-health-and-safety-laws/laws-and-legislation/work-health-and-safety-act-2011</a></li><li>• SA Work Health and Safety Act 2012: <a href="https://www.legislation.sa.gov.au/LZ/C/A/WORK%20HEALTH%20AND%20SAFETY%20ACT%202012.aspx">https://www.legislation.sa.gov.au/LZ/C/A/WORK%20HEALTH%20AND%20SAFETY%20ACT%202012.aspx</a></li><li>• TAS Work Health and Safety Act 2012: <a href="http://www6.austlii.edu.au/cgi-bin/viewdb/au/legis/tas/num_act/whasa20121o2012264/">http://www6.austlii.edu.au/cgi-bin/viewdb/au/legis/tas/num_act/whasa20121o2012264/</a></li><li>• VIC Occupational Health and Safety Act 2004: <a href="http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/vic/consol_act/ohasa2004273/">http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/vic/consol_act/ohasa2004273/</a></li><li>• WA Occupational Safety and Health Act 1984: <a href="http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/wa/consol_act/osaha1984273/">http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/wa/consol_act/osaha1984273/</a></li></ul>
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b) List four (4) of your WHS responsibilities as an employee working in the Animal Care Industry.

[Approximate word count: 50-100 words]

**Assessor instructions:** The student must provide any four (4) of the following employee responsibilities. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

b) WHS responsibilities:

- Working safely so as not to damage work equipment or facilities
- Using and storing equipment, products, chemical and medications as per the manufacturer's instructions
- Taking reasonable care for their own health and safety, for example, using personal protective equipment (PPE) if required
- Taking reasonable care for the health and safety of others
- Complying with any reasonable instructions, policies, and procedures provided by the employer, business or WHS representative
- Being involved in the processes of checking for hazards, making hazard and risk assessments and controlling risks.
- Reporting hazards or incidents to the Supervisor and escalating the issue if necessary.

### Question 17

Go to the Dogs Australia, Browse Breeds webpage: <https://dogsaustralia.org.au/BrowseBreed/browse-a-breed/>

Locate the page about the Neapolitan Mastiff. Use the information on the page to answer the following questions.

a) Classify the Neapolitan Mastiff as a small, medium or large breed and provide a justification for your classification.

[Approximate word count: 50-100 words]

**Assessor instructions:** The student must indicate that the dog is a large breed and cite the birth or adult weight as justification. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

a) Size: The Neapolitan Mastiff is a large breed – 0.5-0.7 kg at birth / 60+ kg as adults.



b) Describe two [2] general physical characteristics of this breed.

[Approximate word count: 50-100 words]

**Assessor instructions:** The student must provide any two [2] of the following breed characteristics. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

b) Physical characteristics:

Abundant loose skin/dewlaps

Large, wrinkled head

Heavy-boned/bulky appearance

Immensely strong

Capable of explosive power, leaping head high from the ground.

Fast over short distances

Length of body to exceed the height at the withers by more than 15%

The ratio skull-muzzle is as 2 to 1

Length of head is about 3.8/10 of the height at the withers

Neck is rather short

The circumference of the thorax is ample.

c) Briefly describe the typical Neapolitan Mastiff behaviour when at home with the family compared to when they are home alone.

[Approximate word count: 50-100 words]

**Assessor instructions:** The student must correctly identify the differences in temperament and behaviour in the two situations. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

c) Behaviour: Neapolitan Mastiffs are calm and gentle when at home with the family. However, when home alone, Neapolitan Mastiffs are defensive and may become aggressive if a stranger tries to enter the property.

## Question 18

Seamus, the 3-year-old Irish Wolfhound weighs 75 kg and is 100 cm tall at the withers. Seamus usually runs with his owner twice a day. Seamus has a full run of his owner's backyard, which measures  $3 \times 8$  m.

Animal Welfare Victoria's Code of Practice for the Private Keeping of Dogs states the following minimum areas required to house dogs based on their size.

Height of dog [at withers]	Minimum area (m <sup>2</sup> )
70 cm or taller	15
40-70 cm	10
Less than 40 cm	7

- a) Calculate the area of Seamus's backyard and state whether this is an adequate area, according to Animal Welfare Victoria's Code of Practice for the Private Keeping of Dogs.

[Approximate word count: 10-15 words]

**Assessor instructions:** The student must correctly calculate that the backyard is 24 m<sup>2</sup> and identify that it is compliant with the code of practice. The student does not need to show working out. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

a)  $3 \times 8 = 24$  m<sup>2</sup> The backyard is larger than the minimum required area.

Seamus is staying at a boarding facility for two nights while his owner is away, and you are responsible for his care. His veterinarian recommended Royal Canin's Giant Adult dry dog food. The following is the daily feeding guide for this product.

Weight of dog	Low activity	Medium activity	High activity
45 kg	394 g [3+7/8 cups]	457 g [4+3/8 cups]	519 g [5 cups]
55 kg	459 g [4+4/8 cups]	531 g [5+1/8 cups]	603 g [5+7/8 cups]
65 kg	520 g [5 cups]	602 g [5+7/8 cups]	684 g [6+5/8 cups]
75 kg	579 g [5+5/8 cups]	670 g [6+4/8 cups]	761 g [7+3/8 cups]
85 kg	636 g [6+1/8 cups]	736 g [7+1/8 cups]	836 g [8+1/8 cups]
100 kg	718 g [7 cups]	831 g [8 cups]	945 g [9+1/8 cups]

- b) Identify the total amount of Royal Canin's Giant Adult dry dog food that Seamus should be fed every day.

[Approximate word count: 5 words]

**Assessor instructions:** The student must correctly identify the amount of food for a 75 kg dog with high activity.

b) 761 g [7+3/8 cups]

Seamus's owner has decided to give Seamus 4 cups of food in the morning and the rest of his daily allowance in the evening.

- c) Calculate the total volume of 4 metric cups in millilitres.

[Approximate word count: 2 words]

**Assessor instructions:** The student must correctly calculate the total volume. The student does not need to show working out.

$$c) 4 \times 250 = 1000 \text{ mL}$$

Royal Canin's Giant Adult dry dog food is available in a 15 kg bag.

d) Calculate the remaining weight of food in kilograms, in a new bag once two [2] daily serves of food have been given to Seamus.

[Approximate word count: 2 words]

**Assessor instructions:** The student must correctly calculate the remaining weight. The student does not need to show working out.

$$d) 15\,000 - [2 \times 761] = 15\,000 - 1\,522 = 13\,478 \text{ g} = 13.478 \text{ kg}$$

Once Seamus returns home, you need to clean out his enclosure using F10 SC Vet Disinfectant Cleaner.

e) If the dilution rate for general use is 1:500, calculate the ratio of concentrated cleaner to water that you need in a 10 L mop bucket.

[Approximate word count: 10-15 words]

**Assessor instructions:** The student must correctly calculate the ratio of cleaner to water. The student does not need to show working out.

$$e) \text{ Amount of concentrated cleaner} = [1 / 500] \times 10 = 0.02 \text{ L}$$

0.02 L cleaner : 10 L water

## Question 19

The following grooming menu lists some common grooming types available at a grooming facility.

Groom type	Time required (minutes)	Cost
Nail clip	10	\$20
Basic wash and dry	30	\$60
Basic wash, dry and nail clip	40	\$80
Wash, dry and hygiene clip	50	\$120
Wash, dry and full clip	90	\$180
Wash, dry, full clip and nail clip	100	\$200

The following is a list of appointments on a particular day.

- 8:00 am Basic wash, dry and nail clip
- 9:00 am Wash, dry, full clip and nail clip
- 10:45 am Basic wash and dry
- 11:15 am Wash, dry and hygiene clip
- 12:15 pm Wash, dry, full clip and nail clip
- 2:45 pm Basic wash and dry
- 3:15 pm Wash, dry and hygiene clip

- 4:30 pm Basic wash and dry

A client calls to make a last-minute appointment for their dog. They want to bring their dog in for a Basic wash, dry and nail clip.

Calculate when the groomer has time for the additional appointment and provide a time bracket for when the client can arrive with their dog.

[Approximate word count: 10-15 words]

**Assessor instructions:** The student must correctly indicate the appointment arrival time must be between 1:55 and 2:05 pm. The student does not need to show working out.

Wash, dry, full clip and nail clip takes 100 minutes. 12:15 + 100 minutes = 1:55 pm

Basic wash, dry and nail clip takes 40 minutes.

1:55 + 40 minutes = 2:35 pm

2:45 - 40 minutes = 2:05 pm

There is time for an additional Basic wash, dry and nail clip if the client arrives between 1:55 and 2:05 pm.

## Question 20

- a) The provided photograph shows a species of Australian grass finch. Use the following dichotomous key to identify the species of this bird.



- 1) The beak is red.
  - Yes – go to Q2.
  - No – Double-barred Finch.
- 2) There are white spots on the flanks [side of the bird].
  - Yes – go to Q3.
  - No – Red-browed Finch
- 3) The face is red.
  - Yes – go to Q4.
  - No – go to 5.
- 4) The tail is:

- dark red-purple – Star Finch.
  - long and bright crimson – Crimson Finch.
- 5) The lore (space between the eye and beak) is black.
- Yes – Diamond Firetail.
  - No – Zebra Finch.

[Approximate word count: 2 words]

**Assessor instructions:** The student must correctly identify Diamond Firetail as the species.

Diamond Firetail

- c) List two [2] methods of how to identify an animal by its species or breed, other than using a dichotomous key.

[Approximate word count: 4-10 words]

**Assessor instructions:** The student must provide any two [2] of the following identification methods. The student may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

- Read a field guide
- Read the breed standards
- Ask a more experienced person.

# Appendix 1: Assessment submission checklist

Students must have completed all questions within this assessment before submitting. This includes:

1	20 short answer questions completed in the spaces provided.	<input type="checkbox"/>
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**Congratulations, you have reached the end of Assessment 2!**

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