



**2004 VCE VET Equine Industry GA 2: Written examination**

**GENERAL COMMENTS**

Students who were able to apply both their practical experience and theoretical understanding in clear and concise answers were more likely to be awarded full marks for their responses to questions. The accurate use of standard industry terminology was essential in achieving high marks.

Students' examination performances were affected by:

- not reading the questions carefully enough to establish exactly what information was required
- lacking specific, accurate information as required by the question
- providing unnecessary information – students should use mark allocations and the amount of space provided as a guide to the amount of information required in the response
- failing to use appropriate industry terminology/standards in answering questions
- using abbreviations which were undecipherable or unclear.

**SPECIFIC INFORMATION**

**Section A – Multiple-choice**

This table indicates the number of students who chose each option. The correct answer is indicated by shading.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Question</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
1	90	5	4	1
2	1	41	11	47
3	98	1	0	1
4	99	0	0	1
5	85	10	4	1
6	10	70	9	10
7	6	58	10	26
8	3	1	11	85
9	4	2	4	90
10	42	48	4	7
11	0	9	13	78
12	1	1	4	93
13	5	5	79	11
14	63	5	13	19
15	2	7	84	7
16	57	20	2	20
17	2	6	4	88
18	77	2	19	2
19	20	1	2	77
20	27	23	40	10

Students experienced difficulties in the following areas:

- identifying the appropriate use for the farrier's tools
- applying an animalintex poultice dressing correctly
- accurately identifying the potentially serious injury that can be caused by bandaging too tightly
- accurately identifying the site of lameness in an unsound horse
- recognising the characteristics of different feeds
- accurately identifying the causes of dental problems.

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## Section B – Short answer

### Question 1

Marks	0	1	2	3	4	Average
%	15	34	20	17	14	1.8

A small number of students correctly labelled all four bones. It is expected that most students should at least be able to label the pedal and navicular bones accurately. Students needed to ensure that it was clear which feature their line/arrow was pointing to.

### Question 2

Marks	0	1	2	3	4	Average
%	16	14	18	21	32	2.4

Accepted conformation faults of the foreleg included:

- toe in/toe out
- over at the knee/back at the knee
- offset cannons
- tied in at the knee
- benched knees
- short/upright pasterns
- long pasterns/overangulation
- base wide/base narrow
- box foot
- calf knees.

A significant number of students confused conformation faults with the conditions/injuries that are likely to develop from conformation faults and so incorrectly listed conditions such as bowed tendons and splints.

### Question 3

Marks	0	1	2	3	Average
%	9	5	7	79	2.6

A wide range of situations in which a student could be expected to assist a professional were applicable to this question. Naming horse professionals but not identifying a situation in which each professional might need assistance was not an adequate response to the question.

### Question 4

Marks	0	1	2	3	4	Average
%	6	22	33	30	10	2.2

Students experienced difficulty in two major areas of this question:

- accurately identifying where each condition would occur on the hoof
- using an appropriate method of labelling the diagram.

### Question 5

Marks	0	1	2	3	Average
%	4	8	17	71	2.6

Correct answers included:

- feed intake
- level of exercise
- ambient temperature/humidity
- stable ventilation
- presence of infection
- pre/post competition status of the horse.

Care needed to be taken not to repeat a factor with slightly different wording; for example, 'condition of the water' and 'dirty/stagnant water' were not accepted as two separate answers.

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## Question 6

Marks	0	1	2	3	Average
%	7	9	27	57	2.3

Signs of oestrus were accurately identified as including the following:

- winking
- spreading hind legs
- spotting/squirting small amounts of urine
- enlarged follicles
- swinging rump toward stallion
- lifting the tail
- more aggressive behaviour.

## Question 7

a

Marks	0	1	Average
%	3	97	1.0

b

Marks	0	1	Average
%	16	84	0.9

c

Marks	0	1	Average
%	11	89	0.9

Colic was the illness this horse was **most likely** to be suffering from. Some confusion existed in distinguishing between what a person should immediately do for the horse (for example, remove feed/water, stop the horse from rolling, keep the horse walking in the short-term and monitor vital signs), as opposed to seeking assistance by informing the supervisor and/or calling a veterinarian (vet).

## Question 8

Marks	0	1	2	3	4	5	6	Average
%	5	12	12	18	24	23	7	3.4

Vital sign	Normal range	Method of measuring
temperature	37.5–38.5°C	A rectal thermometer inside the anus.
pulse	30–40 beats per minute	Fingers under the jaw or at the back of the fetlock, or by using a stethoscope approximately one hand's width behind the point of the elbow.
respiratory rate	10–16 breaths per minute	Watching for the flare of the nostrils or the rise, or fall, of the flanks.

The key features of this question were that students were asked to state the normal **range** for each vital sign at rest and the **method** of measuring each vital sign. A one figure response for each vital sign was an inadequate answer. Naming a tool for measuring a vital sign was an inadequate response for the method of measuring a vital sign. Students particularly lacked accuracy in describing where the pulse could be measured.

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## Question 9

Marks	0	1	2	3	4	5	6	Average
%	5	14	21	21	21	10	8	3.0

Age of horse	Dental features
yearling	Very white incisors, set low in the gum, wider than they are long, no angle of incidence/slope of teeth, milk teeth still present or central incisors coming down.
5 years old	Full mouth of permanent teeth, more yellow than milk teeth, set higher in the gum, no angle of incidence/slope of teeth and presence of dental star.
10 years old	Increasing angle of incidence/slope of teeth, black cups starting to form, wolf teeth present, bridle teeth present, larger wearing surface and Galvayne's groove starting to occur.

The accurate identification of distinguishing dental features between each of the three horses proved to be difficult for many students.

## Question 10

Marks	0	1	2	Average
%	5	27	68	1.7

Quarantine circumstances included cough, skin infections, respiratory conditions (including Strangles), runny nose, behavioural problems (for example, windsucking), illness/disease that puts others at risk, new to property and due to be exported.

## Question 11a

Marks	0	1	2	3	Average
%	7	22	39	33	2.0

Situation	Possible damage
clenches lifting	Corns, shoe loosens/shifts causing the horse to fall/stand on itself, damages wall of hoof and can cut the other hoof/leg from the edge of the lift.
thin, worn shoe	Damage to the sole/hoof wall, affects grip and balance, creates uneven movement and potential muscle soreness.
sprung shoe	Could fly off and damage horse/others, breaks/cracks the hoof wall, can severely damage the opposite leg, unbalances the horse and toe clips can push into/damage the sole of the hoof.

A large number of students were not able to accurately identify the possible damage that a sprung shoe could cause.

## Question 11b

Marks	0	1	Average
%	47	53	0.5

Farrier attention every six to eight weeks. Prevention was the key word in this question; 'call the farrier' or 'have a farrier on call' were inadequate answers.

## Question 12

Marks	0	1	2	3	4	Average
%	3	2	8	33	53	3.3

Methods of administering internal medication include:

- as granules in feed
- via a paste/drench in mouth
- syringing down the throat
- via a stomach tube
- intramuscular injection
- intravenous injection
- subcutaneous injection
- a pessary in the vagina

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- drops into the ear/eye
- substances dissolved in drinking water.

Identifying a point of entry on the horse was an inadequate answer.

## Question 13

Marks	0	1	2	3	4	5	6	Average
%	1	1	6	6	22	13	52	<b>4.9</b>

Safety considerations included:

- approaching the horse to catch it
- the environment the horse is in
- other horses in the paddock
- putting the headcollar on
- positioning the horse for a safe release
- what the handler is wearing
- shutting the gate.

## Question 14

Marks	0	1	2	Average
%	1	1	98	<b>2.0</b>

The correct order of priority is:

- check for wear and tear which could cause danger for rider and horse
- darken and supple the leather to prevent damage and maintain condition
- make it clean and shiny for the next event.

## Question 15

Marks	0	1	2	Average
%	2	23	75	<b>1.7</b>

Disadvantages of automatic waterers include:

- inability to monitor water consumption
- high maintenance
- liable to rust
- harder to clean
- possibly too small
- noise can scare horses.

## Question 16a

Marks	0	1	Average
%	30	70	<b>0.7</b>

Calcium builds up the bone. Phosphorous helps to build muscles and tendons. Both assist with the healthy development of bones, teeth and muscles.

## Question 16b

Marks	0	1	Average
%	50	50	<b>0.5</b>

A ratio of 2:1 (calcium to phosphorous) or 2–3:1 was acceptable.

Students struggled with accurately identifying the role of calcium and phosphorous and particularly with the accuracy of the ratio.

## Question 17

Marks	0	1	2	3	4	Average
%	10	28	28	23	10	<b>2.0</b>

Students lacked accuracy in identifying the sites of the common injuries and in clearly labelling the targeted sites.

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## Question 18

Marks	0	1	2	3	4	5	6	7	8	Average
%	1	1	5	18	20	24	17	13	1	4.6

The key to this question was to recognise that it was a relatively minor injury as the veterinarian was not being called and the student was asked to dress the wound themselves.

The majority of students correctly suggested cleaning the wound appropriately with running water, salty water or with a recognised wound cleaning solution. Applying creams to clean wounds was not accepted. Application of a poultice was not necessary for this injury at this point.

Students tended to include information relevant to step 3 'supporting the leg and dressing' in their response to step 2 'applying a protective dressing'.

Few students provided appropriate information regarding supporting the leg and the dressing, such as applying a lower leg bandage on both front legs.

For step 4 'monitoring the condition of the horse', students suggested checking the wound and changing the dressing too regularly; for example, every two to three hours. Few students mentioned visual checks for swelling of the leg around the bandage or checking the tightness of the bandage. Relatively few students mentioned monitoring the vital signs of the horse. Many students made reference to calling the vet when the question had indicated that the vet was not required.

## Question 19

Marks	0	1	2	3	4	5	Average
%	1	2	10	16	32	39	3.9

Horse A:

- sunken flanks
- ribs showing
- uneven distribution of weight
- prominent hip bone
- drooping ears
- hanging head
- lack of interest in eating
- looking lethargic.

Marks	0	1	2	3	4	5	Average
%	3	10	13	22	35	16	3.3

Horse B:

- well-rounded rump
- rounded belly
- interested in eating
- no ribs visible
- standing squarely/weight evenly distributed
- looking attentive with pricked ears.

Care needed to be taken when interpreting the requirements of this question. Students were asked to describe aspects of the physical appearance and behaviour of each horse that they would take into account when assessing their overall condition. Answers where students speculated as to what condition/illness the horse might develop in the future (for example, founder) were not accepted.