Assessment Guide
Primary Agriculture

Animal Classification and Natural History

Assessor: ..........................................................
Workplace / Company: ...........................................
Commodity: .......................... Date: ..................

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA.
Before we start...

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner’s competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor whom is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the relevant Learner Workbook.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are available on the website of the AgriSETA and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

| Title: Explain animal classification and natural history | US No: 116281 | NQF Level: 4 | Credits: 2 |

This unit standard is one of the building blocks in the qualification listed below. Please mark the qualification you are currently assessing, because that will be determined by the context of application:

<table>
<thead>
<tr>
<th>Title</th>
<th>ID Number</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate in Animal Production</td>
<td>48979</td>
<td>4</td>
<td>120</td>
<td>☐</td>
</tr>
<tr>
<td>National Certificate in Plant Production</td>
<td>49009</td>
<td>4</td>
<td>120</td>
<td>☐</td>
</tr>
</tbody>
</table>

Please mark the learning program you are enrolled in:

<table>
<thead>
<tr>
<th>Are you enrolled in a:</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learnership?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Skills Program?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Short Course?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Note to Assessor:
If you are assessing this module as part of a full qualification or learnership, please ensure that you have familiarized yourself with the content of the qualification.
The Class will divide into three or four groups.

Each group chooses a class of animals out of the following classes: Mammalia, Insecta, Reptilia, Aves (birds) and Chondrichthyes (Bony fish).

Each member of the group chooses a specific animal that belongs to the class of his or her group.

Go and do research in the library or search on the internet:

Find out as much as possible on the historical origin of the development of the specific animal of your choice (Tip: Look for the word “paleontology”).

Write down your findings on the history of the animal.

Discuss each animal in the group and take two to three of the most interesting animals and discuss the anatomical development of the animal into the animal of today.

At the end of the activity the class can discuss all the animals in the different classes chosen. After the discussion, hand in your description as part of your portfolio of evidence.
Does the learner show an understanding of the basic principles of evolution and the historical and geographical origin of an animal species?

**Model Answer(s):**

**Evolution of the horse**

Horses and other equids are odd-toed ungulates of the order Perissodactyla, a relatively ancient group of browsing and grazing animals that first arose less than 10 million years after the dinosaurs became extinct. In the past, this order contained twelve families, but only three families—the horses and related species, tapirs and rhinoceroses—have survived till today. The earliest equids (belonging to the genus Hyracotherium) were found approximately 54 million years to the Eocene period. The Perissodactyls were the dominant group of large terrestrial browsing animals until the Miocene (about 20 million years ago), when even-toed ungulates, with stomachs better adapted to digesting grass, began to outcompete them.

The horse as it is known today adapted by evolution to survive in areas of wide-open terrain with sparse vegetation, surviving in an ecosystem where other large grazing animals, especially ruminants, could not.

Horse evolution was characterised by a reduction in the number of toes, from five per foot, to three per foot, to only one toe per foot (late Miocene 5.3 million years ago); essentially, the animal was standing on tiptoe. One of the first true horse species was the tiny Hyracotherium, which had 4 toes on each front foot (missing the thumb) and 3 toes on each back foot (missing toes 1 and 5). Over about five million years, this early equids evolved into the Orohippus. The 5th fingers vanished, and new grinding teeth evolved. This was significant in that it signaled a transition to improved browsing of tougher plant material, allowing grazing of not just leafy plants but also tougher plains grasses. Thus the proto-horses changed from leaf-eating forest-dwellers to grass-eating inhabitants of the Great Plains.

**Mesohippus, an ancestor of the modern horse**

By the Pleistocene era, as the horse adapted to a drier, prairie environment, the 2nd and 4th toes disappeared on all feet, and horses became bigger. These side toes were shrinking in Hipparion and have vanished in modern horses. All that remains are a set of small vestigial bones on either side of the cannon (metacarpal or metatarsal) bone, known informally as splint bones, which are a frequent source of splints, a common injury in the modern horse.
Explain animal classification and natural history

Primary Agriculture  NQF Level 4  Unit Standard No: 116281

Version: 01  Version Date: July 2006

References:
www.wikipedia
www.flmnh.ufl.edu/natsci/vertpaleo/fhc/fistcm.htm
Complete the following quiz, by writing the letter of the correct answer into the column following the numbered question:

Does the learner possess general knowledge regarding the adaptation of animals to different environments?

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

Instructions to learner:
Individual quiz

Model Answer(s):
Each learner in the class: Chose one farm animal of your choice and do research on the internet or in the library on the origin of the animal you have chosen.

Write down:

♦ The original habitat, characteristics of the land of origin
♦ The climatic condition the animals are kept in practical farming conditions.
♦ The differences and resemblances of their original habitat and the environments they are farmed in.
♦ Their adaptation to their new environment.

Discuss your findings in a class session.

Does the learner demonstrate knowledge regarding the geographical origin of a domesticated animal species?

**Model Answer(s):**

(The example of cattle is shown below – learners may choose any domesticated specie)

Cattle

*Cattle originated in the Middle East or the "Fertile Crescent". This environment is hot and dry with much desert. The geographic origin of cattle is shown in the figure below.*
Today cattle are found all over the world and the various breeds have adapted within their current environments. The diagram below shows how Holstein (a dairy breed) and Charolais (a meat breed) have spread all over the world.
The climatic zones in which cattle are now kept vary greatly. Some areas are hot and dry (the area from which cattle originated), others are wet, hot and humid. The Northern hemisphere is known for its very cold winters and snow, whereas the Southern Hemisphere is characterised by dry, hot conditions. Thus, cattle have been able to move from the hot and dry conditions of their original habitat to wet, cold, and humid areas.

To manage in these new and different environments, the temperate breeds of cattle can grow a hairy undercoat during the winter months. They are also more adapted to lush green irrigated pastures. In contrast the cattle found today in the tropics have loose, moveable skins which deter the penetration of the biting mouth parts of ticks and flies which are found in the humid tropics and sub-tropics. These cattle are more adapted to eating poor quality roughages such as natural pastures.
The class will divide into three or four groups. Each learner within the group selects a specific specie or genus to study which is found in a different Class of the Animalia Phylla i.e. no two learners will study an animal within the same class of animals. Each learner must then find good pictures of these animals by photocopying them from books or magazines or printing them from the internet. Each learner must find the genus and species names of each animal.

As a group the following procedure should then be followed:

Write down all the similarities of the animals of each of the learners. For example:

- Whether they have a backbone
- Whether they give birth to live young
- Whether they suckle their young
- What they eat (i.e. what type of stomach do they have)
- What type of covering they have on their bodies (hair or feathers)
- What their claws, nails or hooves look like
- What their teeth look like
- The posture of their feet when walking

Group the animals with similar characteristics together. At the end of the exercise each learner will have their own animal classified and will also show the group’s exercise of showing similarities between all the animals of the entire group.

Does the learner demonstrate an ability to critically evaluate anatomical differences between animals which lead to their classification?

**Model Answer(s):**

In total there are eight classes of animals in the Animalia Phylla. They are:

- Class Agnatha – primitive jawless fish
- Placodermi – extinct primitive jawed fish
- Chondrichthyes – cartilaginous fishes
- Osteichthyes – bony fishes
- Class Amphibia – Frogs, Toads, Salamanders
- Class Reptilia – Turtles, Lizards, Snakes, Crocodiles and Alligators
- Class Aves – the birds
- Class Mammalia – the Mammals (Animals with back-bones that produce milk for their young – from their mammary glands)

Thus, is each learner chooses an animal specie from each of these classes, they should provide the genus and species name of that particular animal. For example: Rana temporaria (the common frog), Sus scrofa (domesticated pig).
Each learner should then present the classification of his or her species as follows:
For example: The frog

<table>
<thead>
<tr>
<th>Kingdom</th>
<th>Animalia</th>
<th>Organisms with cells having a cell membrane but lacking a cell wall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-kingdom</td>
<td>Metozoa</td>
<td>Multi cellular animals capable of locomotion</td>
</tr>
<tr>
<td>Phylum</td>
<td>Chordata</td>
<td>Animals with a spinal cord</td>
</tr>
<tr>
<td>Sub Phylum</td>
<td>Craniiata</td>
<td>Animals with skull and backbone</td>
</tr>
<tr>
<td>Class</td>
<td>Amphibia</td>
<td>Can live on land and in water</td>
</tr>
<tr>
<td>Order</td>
<td>Anura</td>
<td>Order of frogs</td>
</tr>
<tr>
<td>Family</td>
<td>Ranidae</td>
<td>True frog family</td>
</tr>
<tr>
<td>Genus</td>
<td>Rana</td>
<td>Genus name of frog</td>
</tr>
<tr>
<td>Species</td>
<td>temporania</td>
<td>Temporania</td>
</tr>
</tbody>
</table>

For example: The sheep

<table>
<thead>
<tr>
<th>Kingdom</th>
<th>Animalia</th>
<th>Organisms with cells having a cell membrane but lacking a cell wall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-kingdom</td>
<td>Metozoa</td>
<td>Multi cellular animals capable of locomotion</td>
</tr>
<tr>
<td>Phylum</td>
<td>Chordata</td>
<td>Animal with a spinal cord</td>
</tr>
<tr>
<td>Sub Phylum</td>
<td>Craniiata</td>
<td>Animals with skull and backbone</td>
</tr>
<tr>
<td>Class</td>
<td>Mammalia</td>
<td>Warm blooded animals that feed their young by means of milk secreting glands (the mammary glands)</td>
</tr>
<tr>
<td>Order</td>
<td>Artiodactyla</td>
<td>Even-toed hooved animals</td>
</tr>
<tr>
<td>Family</td>
<td>Ovidae</td>
<td>Sheep genus</td>
</tr>
<tr>
<td>Genus</td>
<td>Ovis</td>
<td>Sheep genus</td>
</tr>
<tr>
<td>Binomial name</td>
<td>Ovis aries</td>
<td>Linnaeus, 1758</td>
</tr>
</tbody>
</table>

Once the animals are compared in this manner, the similarities can be identified as well as the differences. For example, in the example above, both frogs and sheep are:

- "organisms with cells having a cell membrane but lacking a cell wall”
- "multi-cellular animals capable of locomotion”
- "animals with a spinal cord”
- "animals with a skull and backbone”

However, they differ in that:

Frogs can “live on land and in water” whereas sheep are “warm blooded animals that feed their young by means of milk secreting glands (the mammary glands).
Using a “mind-map” format list all the animals that mankind makes use of in one way or another. After you have completed this exercise, choose two animals and do research to find out more on the following:

- The historic origin of the animal and how it was traditionally used.
- How the animal was adapted for its modern use and how it has changed to be used today.
- What basic biological and behavioural concepts did man use the animal for.
- The different environments in which the animal is used.
- Do research on where geographically the animal is mainly used in the modern world.

Once the research is complete the learners should share their knowledge with the rest of the class.

Does the learner show an understanding of the use of animals by mankind?

Model Answer(s):

```
Animals useful to man

- Donkey
- Sheep
- Cattle
- Horse
- Goat
- Mink
- Pig
- Bee
- Fish
- Cat
- Dog
```
The donkey

Animals are very useful in our lives especially in countries that are not highly mechanized. In these countries animals are used instead of machines. Donkeys are one such animal. Donkeys originated in the Middle East or the "Fertile Crescent" in the same manner as cattle. The diagram below illustrates its geographical origin.

In biblical times the donkey was used as a beast of burden. It was used to pull carts and ploughs and to carry people and burden.

Animals, such as donkeys, cattle, and horses are used in many regions to carry heavy burdens such as bags of food, water, and building materials and are used as a means of transport.

These animals are also used for ploughing. This is called animal traction.

Some of the uses of donkeys in modern day Ethiopia are shown in the photographs below.

The varied uses of donkeys and horses in modern-day Ethiopia
Explain animal classification and natural history

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Very little has changed in the way the donkey is used for man-kind.

The behavioural and biological characteristics of the donkey that has made it a suitable animal of use to man is its docility (it is easy to tame and train), its perseverance and its strength.

Donkeys are used in many different environments.
Using a table format list as many wild animals as you can think of that have a usefulness to man, but because of some or other biological or behavioural characteristic cannot be domesticated.

Then list those animals which provide a use to man even though they cannot be “tamed”.

Then list those animals which are useful to man which are domesticated and the biological or behavioural reasons for their domestication.

Does the learner show an understanding of the usefulness of animals and how these are influenced by biological and behavioural characteristics of animals?

**Model Answer(s):**

<table>
<thead>
<tr>
<th>Animal</th>
<th>Use to man</th>
<th>Reason why it cannot be domesticated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wild animals of use to man which cannot be domesticated</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whale</td>
<td>Blubber</td>
<td>It is too large and it is difficult to maintain a sea-like environment on this scale</td>
</tr>
<tr>
<td>Leopard</td>
<td>Attractive animal</td>
<td>Leopards do not do well in captivity and are more useful live as a tourist attraction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Animal</th>
<th>Use to man</th>
<th>How it can be used even though it is not domesticated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wild animals of use to man even though they cannot be domesticated</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fish</td>
<td>Meat and eggs for caviar</td>
<td>They can be raised in ponds and can be caught with nets when needed</td>
</tr>
<tr>
<td>Silk worm</td>
<td>Silk</td>
<td>They can be bred indoors and the silk harvested at a specific stage of their development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Animal</th>
<th>Use to man</th>
<th>Reasons why it was domesticated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animals of use to man which are domesticated</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cow</td>
<td>Milk, meat, skin</td>
<td>High production of products, docile and manageable</td>
</tr>
<tr>
<td>Goat</td>
<td>Meat, milk, fibre and skin</td>
<td>Docile, adaptable and manageable</td>
</tr>
<tr>
<td>Dog</td>
<td>Companion, tracking, hunting, protection</td>
<td>Loyal, manageable, trustworthy</td>
</tr>
</tbody>
</table>
Summative Test and Attitude & Attribute Evaluation

Before the knowledge test is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner, the Preparation for Your Final Assessment section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Model Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the ages what aspect contributed to variation the most ?</td>
<td>• Mutation of genes in organisms.</td>
</tr>
<tr>
<td>2. What is meant by natural selection ?</td>
<td>• Natural selection takes place where nature prevents certain animals from reproducing. In other words the environment and climate are not conducive to reproduction and the animal dies before it can reproduce. Other animals that are genetically more adapted to the environment reproduce and they continue to thrive in that particular environment. This illustrates the concept of &quot;Survival of the fittest&quot;.</td>
</tr>
<tr>
<td>3. What happens to animals that are not adapted to their environment?</td>
<td>• They will most probably become extinct in that environment or they will move to another environment more suitable to their survival.</td>
</tr>
<tr>
<td>4. Give examples of domesticated animals that are widely adapted to different climatic environments.</td>
<td>• Wool sheep, Dairy cattle, Horses, birds like chicken.</td>
</tr>
</tbody>
</table>
| 5. Give an example of a domesticated specie that has changed a lot over the course of human history because they have migrated through different climatic zones and have changed to | • Cattle:  
• Cattle originated in the Middle East area. When cattle moved to the colder climate of the Northern Hemisphere they grew long coats to keep them warm |
<table>
<thead>
<tr>
<th>Questions</th>
<th>Model Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>adapt to their new environment.</td>
<td>and started to adapt to lush green pastures. In contrast cattle that migrated to the tropical areas (Africa) developed loose thick skin to combat ticks and pigmented skin to prevent cancer from the sharp sun's rays. They also adapted to poorer quality pastures.</td>
</tr>
<tr>
<td>6. Who developed the system of scientific classification of plants and animals?</td>
<td>• Carolus Linnaeus (1707 - 1778).</td>
</tr>
<tr>
<td>7. How many levels of groupings are there in the classification system?</td>
<td>• Seven.</td>
</tr>
<tr>
<td>8. Animals fall under what Kingdom?</td>
<td>• Animalia.</td>
</tr>
<tr>
<td>9. Name the phylum that most farm animals like sheep, cattle, horses, cats, dogs and chickens are classified into.</td>
<td>• Chordata.</td>
</tr>
<tr>
<td>10. Name five animals that are used by man to their benefit.</td>
<td>• Cow (milk), Cattle (meat), Sheep (wool), dog (varieties like small watch dog), angora goat (hair).</td>
</tr>
<tr>
<td>11. How are cattle adapted to resist ticks?</td>
<td>• Loose moveable skin.</td>
</tr>
</tbody>
</table>

My Notes ...

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**Assessment Feedback Form**

<table>
<thead>
<tr>
<th>Comments / Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback to learner on assessment and / or overall recommendations and action plan for competence:</td>
</tr>
</tbody>
</table>

Feedback from learner to assessor:

<table>
<thead>
<tr>
<th>Assessment Judgement</th>
<th>Actions to follow:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have been found:</td>
<td></td>
</tr>
<tr>
<td>□ Competent</td>
<td>□ Assessor report to ETQA</td>
</tr>
<tr>
<td>□ Not yet competent in this unit standard</td>
<td>□ Learner results and attendance certification issued</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner’s Signature:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Assessor’s Signature:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Moderator’s Signature:</th>
<th>Date:</th>
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