

## 0172-008/508 Level 3 Equine Management – Theory Exam (2)

March 2019

Q1	State the timings <b>and</b> foot falls in walk. (2 marks)		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>1 mark each for any of the following, to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Walk is a <b>four time/beat/foot falls are four</b> pace [1]</li> <li>• Foot falls in the following order: Near fore, Near hind, Off fore, Off hind [1]</li> </ul>	<p>learners may start with an inside hind foot sequence as many books and trainers will teach all the footfall sequences starting from the inside hind leg. <b>This answer is to be accepted.</b></p> <p><b>Accept use of left and right leg instead of near and off.</b></p>	<b>2</b>
Q2	State the aids for leg yielding. (2 marks)		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>1 mark each for any of the following, to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>• <b>Inside leg on or just behind the girth</b> to move the horse over</li> <li>• <b>Inside rein for flexion</b> away from the direction of travel</li> <li>• Take the <b>riders weight in the direction of travel/riders weight put on the opposite side to the direction of travel.</b></li> <li>• <b>Outside leg to control horses' body/outside leg on the girth.</b></li> <li>• <b>Seat bones to push the horse across.</b></li> <li>• <b>Hold outside rein</b> to prevent the horse from falling through the outside shoulder.</li> <li>• <b>Slightly open inside rein</b> to encourage inside bend.</li> <li>• <b>Schooling whip</b> maybe required to back up the leg aids.</li> <li>• <b>Open up right/left hand slightly</b></li> <li>• <b>Inside leg pushes horses across</b></li> <li>• <b>Half halt/both reins</b></li> <li>• <b>Outside leg controls shoulders</b></li> </ul>	<p>Accept any other suitable answer</p> <p>Accept answers based on correct positioning</p> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• Bend horses head in direction of travel</li> <li>• Leaning</li> <li>• Uneven length of rein</li> <li>• Crossing hands</li> </ul> <p>Only sideways travelling</p>	<b>2</b>

	<ul style="list-style-type: none"> <li>• <b>Open outside rein slightly</b></li> <li>• <b>Inside flexion</b></li> <li>• <b>Legs</b></li> <li>• <b>Seat</b></li> <li>• <b>Hands</b></li> <li>• <b>Voice</b></li> <li>• <b>whip</b></li> </ul>		
<p><b>Q3</b></p>	<p>a) Explain the following terms when assessing a horse.</p> <p>i. On the forehand. (1 mark)</p> <p>ii. Stiffness. (1 mark)</p> <p>b) Describe <b>two</b> exercises for <b>each</b> of the above to prioritise these areas for improvement. (4 marks)</p> <p>c) Describe <b>one</b> scale of training that would be linked to the above exercises. (1 mark)</p>		
	<p><b>Acceptable answer(s)</b></p>	<p><b>Guidance</b></p>	<p><b>Max mks</b></p>
	<p><b>a) 1 mark each for any of the following, to a maximum of 2 marks:</b></p> <p>i</p> <ul style="list-style-type: none"> <li>• Horse carrying too much of the body weight on the front legs [1]</li> <li>• Poll is not the highest point [1]</li> <li>• The horse does not tuck their hind under them [1]</li> <li>• Does not work correctly over the back [1]</li> <li>• Leaning on reins/riders hands [1]</li> <li>• Leaning on the rider [1]</li> <li>• Majority of horse’s weight is placed on forehand. [1]</li> <li>• hindquarters not engaged [1]</li> <li>• leaning on the bit [1]</li> <li>• Shoulders are stiff/immobile [1]</li> <li>• pulling from the front legs and shoulders [1]</li> <li>• Loss of balance / unbalanced [1]</li> </ul> <p>ii.</p> <ul style="list-style-type: none"> <li>• A lack of ability to follow the line of the circle when schooling on the flat,[1]</li> <li>• lack of ability to show flexion and bend, [1]</li> <li>• lack of ability to soften around rider’s inside leg [1]</li> <li>• lack of ability to show submission and suppleness. [1]</li> <li>• not being able to move freely [1]</li> <li>• not moving properly taking short steps. [1]</li> <li>• struggle to track up [1]</li> <li>• Irregular movement [1]</li> <li>• Lack of impulsion [1]</li> <li>• Hollow [1]</li> </ul> <p><b>b) 1 mark each for any of the following, to a maximum of 4 marks:</b></p>	<p>i.</p> <p>Do not accept lack of contact</p> <p>b) All exercises would be suitable for both issues so accept even if the candidate has specified which issue they relate the exercise to.</p> <p>Accept:</p> <ul style="list-style-type: none"> <li>• where the exercise is correctly described without using the identifiable name terminology.</li> <li>• A correct explanation of why exercise would be beneficial.</li> </ul> <p>C – Must include a description for 1 mark.</p>	<p><b>7</b></p>

	<ul style="list-style-type: none"> <li>• Direct transitions</li> <li>• Turns on and about the forehand</li> <li>• Linking turns on and about the forehand into transitions</li> <li>• Turns on and about the haunches</li> <li>• Variety of circle sizes</li> <li>• Shoulder in</li> <li>• Shoulder for</li> <li>• Leg yielding</li> <li>• Trotting poles</li> <li>• Lungeing over trotting poles</li> <li>• Lungeing in side reins/other training aids</li> <li>• Serpentine</li> <li>• Figures of eight</li> <li>• Lengthening and shortening the stride</li> <li>• Stretches in a stable</li> <li>• Good warm up/cool down</li> <li>• Horse walker (other appropriate non-ridden exercise technique)</li> </ul> <p><b>c) 1 mark for any one of the following.</b></p> <p>Rhythm – regular beat of the pace  Suppleness – the ability to bend evenly on both reins  Contact/connection – the ability to contain the activity created in the hind quarters  Impulsion – controlled energy created by the rider  Straightness – the horse’s ability for the hind legs to follow the track of the fore legs whether on a straight line or a curve.  Collection – the horse’s ability to engage the hind leg through to a lighter forehand</p> <p>Any other suitable answer to be accepted.</p>		
<b>Q4</b>	Describe the desired techniques of the <b>five</b> phases of the horse’s jump. (5 marks)		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>1 mark each for any of the following, to a maximum of 1 mark per phase (5 marks total):</b></p> <ul style="list-style-type: none"> <li>• <b>Phase 1 The Approach</b>-should be with forward rhythm, balance and impulsion, straight, rhythm which creates a steady pace, the success of the jump depends largely on the approach</li> <li>• <b>Phase 2 Take off</b>-before the moment of take-off the horse lowers his head and stretches his neck to measure up the fence. At the moment of take-off he shortens his neck slightly, raises his head and bending his knees folds up his forelegs. He brings his hocks underneath him and as his hind feet touch the ground, he stretches his head and</li> </ul>	1 mark to be awarded per description of <b>desired technique</b> for each phase. Full description as here not expected, mark to be awarded if understanding is shown.	<b>5</b>

	<p>neck using the power of his hindquarters to spring forwards and upward.</p> <ul style="list-style-type: none"> <li>• <b>Phase 3 Moment of Suspension</b>-Whilst in the air the horse stretches his head and neck forward and downward. He rounds his back, forelegs are tucked up.</li> <li>• <b>Phase 4 The Landing</b>-the horse straightens his forelegs and prepares to meet the ground. He momentarily raises his head to balance himself, his forelegs touch the ground one after the other followed by the hindlegs. The back will remain supple so that the hind legs can move well under the horse before they touch the ground. Horse should land on correct canter lead.</li> <li>• <b>Phase 5 The Get Away or Recovery</b> – should be fluent, with the horse’s hocks coming well underneath him, so that the balance, rhythm and impulsion are established as soon as possible. This is the beginning of the approach to the next fence.</li> </ul>		
Q5	State <b>three</b> symptoms of dehydration. (3 marks)		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>1 mark each for any of the following, to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Pinch test shows increased skin bounce back time</li> <li>• Decreased capillary refill time</li> <li>• Dry mouth</li> <li>• Lethargic behaviour/weakness/ lack of energy</li> <li>• Colic</li> <li>• Off feed</li> <li>• Pawing</li> <li>• Agitated</li> <li>• Dullness in the eyes</li> <li>• Thick and sticky saliva</li> <li>• Dark yellow, foul smelling urine</li> <li>• Dull coat</li> <li>• elevated respiration</li> <li>• pale gums</li> <li>• poor performance</li> <li>• increased heart rate</li> <li>• not urinating</li> <li>• constipation/solid droppings</li> </ul>	Accept any other appropriate answer	<b>3</b>
Q6	Identify <b>three</b> non-ridden or alternative exercise methods that can be used during a horse’s fittening programme. (3 marks)		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>1 mark each for any of the following, to a maximum of 3 marks:</b></p> <ul style="list-style-type: none"> <li>• Lungeing</li> </ul>	Accept any other suitable answer	<b>3</b>

	<ul style="list-style-type: none"> <li>• Long reining</li> <li>• Loose schooling</li> <li>• Ride and lead</li> <li>• Swimming</li> <li>• Treadmill</li> <li>• Water treadmill</li> <li>• Horse walker</li> <li>• Water horse walker</li> </ul>		
<b>Q7</b>	State <b>two</b> physical effects of stress on the horse's body whilst in a fittening programme. (2 marks)		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>1 mark each for any of the following, to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Sweating</li> <li>• Fatigue</li> <li>• Injury (or description of an injury type)</li> <li>• Dehydration</li> <li>• Positive impacts – remodelling/strengthening of bone</li> <li>• Positive impacts – hypertrophy of muscles.</li> <li>• Capillarisation</li> <li>• Increased heart rate</li> <li>• Increased respiration rate</li> <li>• Long term – improved recovery rates</li> <li>• Stiffness</li> <li>• increased vo2 max</li> <li>• stroke volume</li> <li>• increased efficiency of alveoli</li> <li>• loss of appetite</li> <li>• loss of weight</li> </ul>	<p>Accept any other appropriate answer</p> <p>Do not accept stereotypical behavioural responses to stress</p> <p>Accept</p> <ul style="list-style-type: none"> <li>• both positive and negative effects</li> <li>• Long term and short term effects</li> </ul>	<b>2</b>
<b>Q8</b>	A horse is at the start of a fitness programme after six weeks rest at grass. Describe <b>six</b> changes to consider during the transition in management from field to stable kept. (6 marks)		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>1 mark each for any of the following, to a maximum of 6 marks:</b></p> <ul style="list-style-type: none"> <li>• Have the horse shod to protect the foot.</li> <li>• Tidy the horse with trimming and clipping.</li> <li>• Bathing/grooming to remove grease and dirt.</li> <li>• Introduce appropriate rugs to keep warm/ clean / coat flat.</li> <li>• Introduce wearing tack, check for rubs, sores and girth galls.</li> <li>• Slow introduction to the stable environment [1] due to the changes in ventilation/ behaviour/ stress.</li> <li>• Progressive changes to feeding regime.</li> </ul>	<p>Each mark must include a full description/explanation of one change.</p> <p>Accept correct descriptions relating to the human considerations, e.g. time management, cost, fitness.</p>	<b>6</b>

	<ul style="list-style-type: none"> <li>Assessing the horse's health to see if it is a fit state to transition back into work.</li> <li>Consider temperament of horse for changes in exercise.</li> <li>Preventive health measures checked/carried out/up to date e.g. Worming, vaccinations.</li> <li>Ensuring turnout available for natural behaviour.</li> <li>Ensuring a routine is established.</li> <li>Providing environmental enrichment / socialisation in the stable.</li> </ul>		
<b>Q9</b>	Describe <b>three</b> physiological changes that occur when a horse is exercising in cold temperatures. (6 marks)		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>1 mark each for any of the following, to a maximum of 6 marks:</b></p> <p><b>Increased metabolic rate-</b></p> <ul style="list-style-type: none"> <li>continual biochemical reactions that occur within the cells produce energy. [1]</li> <li>Energy provides the horse's main source of heat. [1]</li> <li>The hormone thyroxine has a long-term effect of increasing the metabolic rate so produces heat, [1]</li> <li>adrenalin also increases the metabolic rate but has a short-term effect. [1]</li> </ul> <p><b>Shivering-</b></p> <ul style="list-style-type: none"> <li>in cold conditions the rhythmic,</li> <li>involuntary contractions of skeletal muscle [1] (shivering) produce heat. [1]</li> </ul> <p><b>Vasoconstriction-</b></p> <ul style="list-style-type: none"> <li>in cold conditions the superficial arterioles constrict [1]to reduce heat loss from the blood via the skin's surface. [1]</li> </ul> <p><b>Insulation-</b></p> <ul style="list-style-type: none"> <li>in cold conditions the hair erector muscles contract to pull the hair upright, [1]</li> <li>this increases the amount of warm air that can be trapped next to the skin, thus improving the horse's insulation. [1]</li> </ul> <p><b>Respiratory system-</b></p> <ul style="list-style-type: none"> <li>respiration rate may be higher [1] due to respiratory system working harder as cold air is thicker. [1]</li> </ul> <p><b>Cardio-vascular system-</b></p> <ul style="list-style-type: none"> <li>The horse's heart rate may be higher [1] due to blood vessels narrowing. [1]</li> </ul>	<p>NB: Physiological means the body's functions (as opposed to physical which is the body itself).</p> <p>For each physiological change award 1 mark for what the physiological change is in cold weather and 1 mark for the why this change occurs.</p>	<b>6</b>
<b>Q10</b>	State <b>four</b> deductions that could be made from a person's wages. (4 marks)		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>

	<p><b>1 mark each for any of the following, to a maximum of 4 marks:</b></p> <ul style="list-style-type: none"> <li>• National Insurance</li> <li>• Income Tax/Tax</li> <li>• Student loans</li> <li>• Pension</li> <li>• Attachments of Earnings-creditors apply to the courts for arrears in e.g. rent or mortgage</li> <li>• Accommodation</li> <li>• time missed/absence from work</li> <li>• unpaid leave / sick leave</li> <li>• Salary Sacrifice deductions e.g. child care vouchers</li> <li>• Underpaid tax</li> </ul>		<b>4</b>
<b>Q11</b>	Give examples of <b>two</b> associated businesses to the equestrian industry. (2 marks)		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>1 mark each for any of the following, to a maximum of 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Agricultural Feed Merchant selling equine feed, medical supplies and equipment supplies</li> <li>• Tack shop selling saddlery and horse care equipment</li> <li>• Blacksmith shoeing horses</li> <li>• Equine vet for medical care</li> <li>• Physiotherapy, Bowens, Masterson Method, Healing Touch Therapy, Equine Cranio Sacral Therapy – alternative therapies</li> <li>• Water suppliers</li> <li>• BS/BE</li> </ul>	Accept: Brand names	<b>2</b>
<b>Q12</b>	<p>For <b>each</b> of the following, give <b>two</b> examples of requirements that would be expected when applying for a job as a working groom on a hunter livery yard.</p> <p>a) Skills. (2 marks)</p> <p>b) Qualifications. (2 marks)</p> <p>c) Experience. (2 marks)</p>		
	<b>Acceptable answer(s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>1 mark each for any of the following, to a maximum of 2 marks per part of question (a-c):</b></p> <p>a) <b>Typical skills;</b></p> <ul style="list-style-type: none"> <li>• Clip,</li> <li>• plait and present a horse for competition,</li> <li>• lunge and</li> <li>• ridden exercise a reasonably fit horse</li> <li>• grooming</li> <li>• handling difficult horses</li> </ul> <p>b) <b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• British Horse Society qualification</li> <li>• Association of British Riding Schools exams</li> </ul>	Accept any other acceptable answers.  a) Accept: Transferable skills	<b>6</b>

	<ul style="list-style-type: none"> <li>• Pony Club B or AH test</li> <li>• equine diploma</li> <li>• GCSEs/A-Levels</li> <li>• first aid? Not a requirement</li> <li>• trailer/box license</li> </ul> <p>c) <b>Experience</b></p> <ul style="list-style-type: none"> <li>• prepared to work outside in varying temperatures</li> <li>• some previous training in the typical skills</li> </ul>		
<b>Q13</b>	<p>You have been employed as a manager of a small riding school which is struggling to make a profit and find enough customers. You have 10 ponies and 5 horses working in the school.</p> <p>Discuss the steps you would take to improve business, staffing and care of the horses. Explain which areas you would review. (12 marks)</p>		
	<b>Acceptable answer (s)</b>	<b>Guidance</b>	<b>Max mks</b>
	<p><b>Intention:</b>  <b>Statement about the aim of the question – the target understanding anticipated.</b></p> <p><b>Band 1: 1 – 4 marks</b>  Basic discussion with minimal reference to how the management practices can influence the business. Staffing routines/improvement to business/care of horses are described with minimal detail of impacts on the business but may not have covered all 3 key points. To access the higher marks in the band the response will include a wider range of aspects of management practices and will attempt to show how these influence/impact the business but may include some inaccuracies/unrealistic suggestions.</p> <p><b>Band 2: 5 – 8 marks</b>  A clear discussion to the way the management practices influences the business. Staffing routines, improvement to business, and care of horses are described with some detail and linked to the business. All three key points have been mentioned. To access higher marks in the band, the response will discuss mostly realistic improvements taking into account the scenario and will show some justification of the impact/influence on the business.</p> <p><b>Band 3: 9 – 12 marks</b>  Detailed discussion on how the management practices can influence the business. Realistic staffing routines, improvement to business and care of horses are described comprehensively with detail of how they can influence the business. To access the higher marks in the band, the response will fully justify impacts.</p> <p>For no awardable content, award 0 marks</p>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Understand the requirements of horse fitness preparation</li> <li>• Understand the process of assessing horse and work allocation</li> <li>• Staff skills analysis</li> <li>• Market place customer base, market segments and competitors.</li> <li>• Marketing- type of marketing-niche compared to mass, developing a brand image and USP.</li> <li>• Marketing campaign and promotions</li> <li>• Pricing strategies</li> <li>• Diversification of business</li> <li>• Review current business status</li> </ul>	12