Practice Aptitude Quiz

Animal Care & Management
It is vital for young people to build their career management skills so they can make informed choices regarding their study and training options and navigate a pathway toward their occupation and career of choice.

This career development resource combines labour market information with a practical industry specific activity to help develop awareness about the skills needed to pursue a career pathway in the Animal Care and Management industry.

PART 1: About the Animal Care and Management Industry

1. The Animal Care and Management industry in a nutshell

Key sub-sectors:

- Companion Animal Services
- Captive Animals
- Animal Control and Regulation
- Animal Technology
- Veterinary Nursing
- Farriery

The Animal Care and Management industry provides work opportunities in all parts of Australia, the majority through small business enterprises employing between one and three staff. The pet industry alone provides employment for over 44,000 people, both directly and indirectly covering full-time, part-time and casual positions.


Weekly average earnings for major occupations:

- Animal Attendant - $850
- Assistant Keeper - $1,200
- Veterinary Nurse - $700
- Grooming Attendant - $850
- Animal Technician - $1,000
- Kennel Attendant - $850
- Dog Day Care Worker - $850 to $960
Jobs and demand information

**Grooming Attendants** work for a retail grooming service caring for and grooming companion animals, usually dogs and cats.

- Job prospects - Above average
- Weekly earnings - $850
- Occupation size - 12,000

Potential entry level qualifications:
- Certificate II in Animal Studies
- Certificate III in Companion Animal Services

**Animal Care Attendants in animal shelters** feed, groom and care for animals. They assist in the health care of animals and apply basic first aid, greet visitors and run tours of the shelter/animal sanctuary.

- Job prospects - Above average
- Weekly earnings - $850
- Occupation size - 12,000

Potential entry level qualifications:
- Certificate II in Animal Studies
- Certificate III in Companion Animal Services

**Cattery Attendants** work in a cattery where they receive cats from their owners, tag them for identification, then exercise, feed, groom and handle them.

- Job prospects - Above average
- Weekly earnings - $850
- Occupation size - 12,000

Potential entry level qualifications:
- Certificate II in Animal Studies
- Certificate III in Companion Animal Services

**Trainee keepers** work in an animal shelter, wildlife sanctuary, zoo or theme park caring for animals including managing diets and feeding, monitoring their health, monitoring reproduction and moving animals. Duties also include preparing and presenting information to the public and may involve maintaining exhibits.

- Job prospects - Good
- Weekly earnings - $1,200
- Occupation size - 4,143

Potential entry level qualifications:
- Certificate III in Captive Animals
- Certificate IV in Captive Animals
**Veterinary nurses** assist veterinarians with the examination, treatment and rehabilitation of sick and injured animals as well as interact with clients and perform receptionist duties.

- Job prospects - Good
- Weekly earnings - $750
- Occupation size - 5,900

Potential entry level qualifications:
- Certificate IV in Veterinary Nursing

**Animal technicians** work in an animal research institution where they care for laboratory animals, conduct basic laboratory tests, record and present data and conduct non-surgical procedures on animals.

- Job prospects - Very Good
- Weekly earnings - $1,000
- Occupation size - 11,380

Potential entry level qualifications:
- Certificate III in Animal Technology
- Diploma of Animal Technology

**About the qualifications**

Every qualification includes an emphasis on “Employability Skills” or the skills that employers identify as playing a significant part in contributing to an individual’s effective and successful participation in the workplace.

Employability skills are non-technical skills. They are also sometimes referred to as generic skills, capabilities, enabling skills or key competencies. The Employability Skills are:

- **Communication skills** that contribute to productive listening and understanding, speaking clearly and directly and harmonious relations across employees and customers;
- **Teamwork skills** that contribute to productive working relationships and outcomes;
- **Problem-solving skills** that contribute to productive outcomes;
- **Initiative and enterprise skills** that contribute to innovative outcomes;
- **Planning and organising skills** that contribute to long and short-term strategic planning;
- **Self-management skills** that contribute to employee satisfaction and growth;
- **Learning skills** that contribute to ongoing improvement and expansion in employee and company operations and outcomes;
- **Technology skills** that contribute to the effective performance of tasks.
3. Career Pathways Websites

› Australian Apprenticeships Pathways - view potential career pathways for this industry - www.aapathways.com.au/search_job_02.cfm?c=42

Other useful careers sites are:

› AgriFood Careers website www.agrifoodcareers.com.au
› My Future - www.myfuture.edu.au

4. Job Hunting

Job vacancy website:


Job hunting hints and labour market information:

› Australian Apprenticeships Pathways - www.aapathways.com.au click on “Search” to find potential Australian Apprenticeships occupation ideas. You can also find job hunting hints in the “Self Help” menu item.
› My Future: Labour Market Information - www.myfuture.edu.au/services/default.asp?FunctionID=5400 Click on the map or use the drop down menu to find general labour market information for your region including ‘top occupations and incomes’. The data is based on the most recently available census.

5. Useful Contacts

Here are some links to a range of support services, organisations and government agencies that may help with careers research and job hunting:

Support services:

› Search for your local Australian Apprenticeships Centre - www.aapathways.com.au/search_aac.cfm;
› Group Training Organisations employ Australian Apprentices and place them with businesses. www.grouptraining.com.au;
› Job Services Australia providers work with eligible job seekers to develop an individually tailored Employment Pathway Plan. The plan maps out the training, work experience and additional assistance needed to find job seekers sustainable employment. www.jobsearch.gov.au/provider/ProviderLocation.aspx?ProviderType=JNS&.
5. Useful Contacts - continued

Industry Organisations:

› AgriFood Skills Australia - www.agrifoodskills.net.au
› Australian Veterinary Association - www.ava.com.au
› RSPCA - www.rspca.org.au
› Animal Health Australia - www.animalhealthaustralia.com.au
› World Wildlife Fund - wwf.panda.org
› Rural Skills - www.ruralskills.com.au
› The Pet Industry Association of Australia - www.petdirectory.com.au
› Veterinary Nurses Council of Australia - www.vnca.asn.au/displaycommon.cfm?an=2

Government Agencies:

› Department of Agriculture, Fisheries and Forestry - www.daff.gov.au/animal-plant-health
Part 2: About this Resource

Guidance

This Practice Aptitude Quiz is intended to be a general illustration of some of the key learning standards required of people attempting an Australian Apprenticeships entry level qualification in the Animal Care and Management industry.

The Quiz focuses on literacy and numeracy questions contextualised to this specific industry.

This Quiz has been developed with the assistance of industry, registered training providers and the secondary school sector as a careers resource.

The Quiz can be used by a number of different organisations and people such as careers practitioners with young people, and Group Training Organisations and Job Services Australia organisations with job seekers. The Practice Aptitude Quiz can be:

- used by careers practitioners with individuals or in a class setting to provide general guidance on the level of study involved in undertaking an entry level qualification in the animal care and management industry;
- provided to people to enable them to practice their skills before sitting an actual aptitude test;
- Used by teachers as classroom based activities for students in Years 10 to 12 and Vocational Education and Training centred studies.

This Quiz does not cover aspects such as general knowledge or complex problem solving or reasoning skills. The level of reading, writing and arithmetical skills assessed by this Quiz is equivalent to that of a typical young person at Year 11 level.

Please note that rates quoted in this assessment for various items, including pay rates, are not meant to reflect today’s values, but are used purely for mathematical purposes.

The Quiz should be completed in approximately 60 minutes.

After the Quiz

There are a range of support services available to help you find out about courses that may help you improve your literacy and numeracy skills and also your readiness for work.

If you are still at school you should discuss any concerns you may have with your career practitioner. Further information may also be provided by a Job Services Australia provider, an Australian Apprenticeships Centre, a Group Training Organisation or a training provider.

Useful Contacts
Here are some links to job seeker support services:

- Search for your local Australian Apprenticeships Centre - www.aapathways.com.au/search_aac.cfm
Job Services Australia providers work with eligible job seekers to develop an individually tailored Employment Pathway Plan. The plan maps out the training, work experience and additional assistance needed to find job seekers sustainable employment - [www.jobsearch.gov.au/provider/ProviderLocation.aspx?ProviderType=JNS&](http://www.jobsearch.gov.au/provider/ProviderLocation.aspx?ProviderType=JNS&)

**Pre-reading about working with animals**

Working with animals is rewarding, enjoyable and fulfilling. It can also be challenging, both physically and emotionally, but if you want to spend your time caring for animals it is hugely satisfying!

Working daily in the animal care and management industry is very different to loving and caring for a pet at home. People who want to work with animals need to be practical, show attention to detail and be able to provide for animals’ everyday needs. These include maintaining a clean environment and providing food and water. Some will need exercise, training and grooming.

Working with animals does not mean you don’t have to deal with people. In the animal industry you will still have to communicate with other staff or co-workers, volunteers and members of the public.

A typical day working in an animal shelter involves:

- Attending morning briefings or meetings for task allocation;
- Checking all animals are healthy and alert;
- Removing all soiled bedding and bowls;
- Cleaning the animal environment – for example removing faeces and urine;
- Setting up animal enclosures with clean bedding;
- Providing food and water according to individual feeding plans;
- Restocking all supplies;
- Exercising dogs;
- Unloading delivery of food;
- Assisting veterinarians;
- Moving animals to new locations;
- Grooming animals;
- Dealing with customer inquiries;
- Cleaning all pens again;
- Providing afternoon food and water;
- Final checks of animal health.
Part 3: The Quiz

Section 1: LITERACY, READING AND COMPREHENSION

1. Write the following words in alphabetical order in the right hand column.

<table>
<thead>
<tr>
<th>Invertebrate</th>
<th>Rodent</th>
<th>Breed</th>
<th>Dachshund</th>
<th>Doberman</th>
<th>Species</th>
<th>Mammal</th>
<th>Microchip</th>
<th>Nutrition</th>
<th>Amphibian</th>
<th>Hygiene</th>
</tr>
</thead>
</table>

2. Name the type of bird shown in this picture. (Circle the correct response)

a. Cockatiel
b. Budgie
c. Canary
d. Cockatoo

(Source: en.wikipedia.org/wiki)
3. The following text has 10 errors in it. Identify the errors and write them correctly in the table below.

part of your employer’s responsibility to provide workers with a safe and healthy workplace involves the provision of training and information about safe working practices. In relation to reducing the risk of a manual handling injury, this might involve providing training and information on correct work methods, such as lifting techniques and the correct use of mechanical aides.

supervisors and managers, health and safety representatives and staff responsible for work organisation and job and task design should also receive training.

As an employee you have a responsibility to follow procedures for working safely, and to use any protective equipment which has been provided.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
</tbody>
</table>

4. Zoe works for an animal groomer. She has been asked to get a dog out of a cage but the dog is behaving in an aggressive manner by curling its lip and growling.

Circle the best course of action for Zoe to take.

a. Tell the dog to shut up and bang the cage.
b. Ignore these signs and go into the cage and pull it out by the collar.
c. Ask for help from a senior person.
d. Ignore the instruction and go onto do something else.

5. The sign shown below means which of the following? (Circle the correct response)

a. There has been a chemical spill.
b. You need boots to walk through this area.
c. You must wear glasses to enter.
d. The floor is wet and you may slip over.
6. The six words below are misspelt. Correctly spell each one in the column on the right.

<table>
<thead>
<tr>
<th>Heilthy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communnication</td>
<td></td>
</tr>
<tr>
<td>Infecshion</td>
<td></td>
</tr>
<tr>
<td>Treet</td>
<td></td>
</tr>
<tr>
<td>Envirenment</td>
<td></td>
</tr>
<tr>
<td>Servis</td>
<td></td>
</tr>
</tbody>
</table>

7. Match the term in the first column with the animals listed below. The answer to the first term has been provided.

Animal: cat; rabbit; cow; dog; bird; and horse.

<table>
<thead>
<tr>
<th>porcine</th>
<th>pig</th>
</tr>
</thead>
<tbody>
<tr>
<td>bovine</td>
<td></td>
</tr>
<tr>
<td>equine</td>
<td></td>
</tr>
<tr>
<td>lapine</td>
<td></td>
</tr>
<tr>
<td>canine</td>
<td></td>
</tr>
<tr>
<td>avian</td>
<td></td>
</tr>
<tr>
<td>feline</td>
<td></td>
</tr>
</tbody>
</table>

8. Read the text below and answer the questions on the next page.

Wild dogs, like people, are social animals and live in a variety of social groupings, including pairs, family groups, non-breading groups and ‘lone wolves’. Groups hunt cooperatively and, as they are social animals, conflicts within the group are minimised by the existence of a social structure.

This is termed a ‘social hierarchy,’ with dominant and submissive dogs within a group. By displaying a number of physical and behavioural characteristics, dogs demonstrate dominance or submission to other members of the group, which in turn defuses violence, injury or death of pack members.

When a dog shows submissive behaviour the dominant dog’s aggression is ‘turned off’ thus sparing a fight and promoting cooperation and sociability within the pack.

However, a submissive dog will show aggressive characteristics if it is seriously threatened or protecting a valuable resource.
Questions

a. Name four social groupings wild dogs may live in.

b. What is the benefit of having a social structure to the group of dogs?

c. How can dogs avoid fighting?

d. Name something that will make a submissive dog show aggression.

9. Which one of the following is an example of an amphibian? (Circle the correct response)
   a. bird
   b. snake
   c. frog
   d. lizard

10. Which one of the following is an example of a piscine? (Circle the correct response)
    a. sheep
    b. fish
    c. horse
    d. goat
11. Sort this list of animals into their species. Write the name under the correct headings in the table below.

<table>
<thead>
<tr>
<th>Dog</th>
<th>Cat</th>
<th>Horse</th>
<th>Rabbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beagle</td>
<td>Ragdoll</td>
<td>Appaloosa</td>
<td></td>
</tr>
<tr>
<td>Clydesdale</td>
<td>Bengal</td>
<td>Jack Russell Terrier</td>
<td></td>
</tr>
<tr>
<td>Dwarf</td>
<td>Kelpie</td>
<td>Belgian Giant</td>
<td></td>
</tr>
<tr>
<td>Thoroughbred</td>
<td>Welsh Mountain</td>
<td>Arab</td>
<td></td>
</tr>
<tr>
<td>Maltese Terrier</td>
<td>Siamese</td>
<td>Moggie</td>
<td></td>
</tr>
<tr>
<td>Labrador</td>
<td>Lop Eared</td>
<td>Birman</td>
<td></td>
</tr>
<tr>
<td>Angora</td>
<td>Poodle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persian</td>
<td>Shetland</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Match the photos below with the following list of animals:

- Pomeranian
- Chinchilla
- Manx
- Dachshund
- Golden Retriever
- Schnauzer
- Oriental

a. [Image]

(Source: www.whiskas.com.au)

b. [Image]

(Source: www.whiskas.com.au)
c.  
(Source: www.pedigree.com.au)

______

d.  
(Source: www.whiskas.com.au)

______

e.  
(Source: www.pedigree.com.au)

______

f.  
(Source: www.pedigree.com.au)

______

g.  
(Source: www.pedigree.com.au)

______
13. What does DSH stand for? (Circle the correct response)
   a. Domestic Long Hair
   b. Domestic Short Hair
   c. Domestic Slippery Hair
   d. Domestic Sharp Hair

14. What measurements do these symbols represent?
   (L) ________________________________
   (kg) ________________________________
   (g) ________________________________
   (ml) ________________________________
   (mg) ________________________________

15. Read the following text and answer the questions at the end of the ‘Daily Schedule’ shown on the following pages.

   Having an organised workplace makes it easy to locate items when you need them, saving time and frustration. Sometimes it can be challenging to complete all of your daily work tasks, so daily task schedules are used in most Animal Care facilities, such as kennels, catteries, veterinary clinics, animal shelters and pet stores. The schedules are used to ensure that all tasks are completed each day, that accurate records are kept and that good hygiene practices are maintained. It is a tool to help plan your day and to ensure you complete your daily tasks.

   Another key reason for using work schedules is so that a work team has a record of when a task was completed and who was responsible for completing the task. This makes it much easier where there is a change of shift, or a rotating roster, to ensure that all animals’ needs are attended to.

   In the example below, at the “Caring Animal Shelter” Emily Scott works the morning shift and Kevin Chan does the afternoon shift.

   Their supervisor, Dora Seuss, is responsible for managing staff, including conducting scheduled meetings.

   Read the following work schedule and answer the questions about Emily and Kevin’s daily tasks.
# Cattery Duties for Staff

## Daily Task List

**Morning Meeting:** Compulsory 8:00am SHARP  
**Name:** Emily Scott  
**Supervisor:** Dora Seuss

<table>
<thead>
<tr>
<th>Daily Tasks (Dora Seuss to Allocate)</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision of work experience/volunteers for the day</td>
<td></td>
</tr>
<tr>
<td>Cat and kitten processing</td>
<td></td>
</tr>
<tr>
<td>Update Computer with details</td>
<td></td>
</tr>
</tbody>
</table>

## MORNING DUTIES | 8:00 AM TO 12 NOON

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00 - 9.00am</td>
<td>Allocate phone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Move cats out of quarantine - clinic, adoption and NSS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Morning treatments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health check of adoption cats</td>
<td></td>
</tr>
<tr>
<td>9.00 - 10.00am</td>
<td>Move kittens down from clinic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feed/clean cat holding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Move cats to quarantine from holding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put up sales check signs and assist vets with sales checks</td>
<td></td>
</tr>
<tr>
<td>10.00 - 11.00am</td>
<td>Cleaning - quarantine: Kittens</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dishes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Floors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rubbish</td>
<td></td>
</tr>
<tr>
<td>11.00 - 12.00noon</td>
<td>Cleaning - adoption: Kittens</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cat area 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rabbits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dishes</td>
<td></td>
</tr>
</tbody>
</table>
# Cattery Duties for Staff

**Daily Task List**

Afternoon Meeting: Compulsory 12 noon SHARP
Name: Kevin Chan
Supervisor: Dora Seuss

## Afternoon Duties | 12 Noon to 5:00 PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lunch break: 12:30pm, 1:00pm or 1:30pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Afternoon break 2:00pm - 2:15pm</td>
<td></td>
</tr>
<tr>
<td>12.00 -</td>
<td>Clean dirty cages:</td>
<td></td>
</tr>
<tr>
<td>3.00 pm</td>
<td>Holding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quarantine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set up cages:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Holding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quarantine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Move cats to quarantine from holding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Midday kitten feeds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Socialising for quarantine cats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Restock supplies - food, litter, blankets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check blankets in adoption and replace if dirty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collect greens for rabbits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Afternoon re feeds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adoption</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kitten quarantine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cat quarantine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cat holding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rabbits</td>
<td></td>
</tr>
<tr>
<td>3:00 -</td>
<td>Clean kitchens and take rubbish to dumpster:</td>
<td></td>
</tr>
<tr>
<td>4.00 pm</td>
<td>Adoption</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quarantine</td>
<td></td>
</tr>
<tr>
<td>4.30 pm</td>
<td>Afternoon treatments</td>
<td></td>
</tr>
<tr>
<td>5.00 pm</td>
<td>Lock-up adoption pens</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lock-up quarantine pens</td>
<td></td>
</tr>
</tbody>
</table>
Questions

a. What time is the morning meeting that Emily is required to attend?
   __________________________

b. In which area of the “Caring Animal Shelter” do Emily and Kevin work?
   __________________________

c. What are the hours in which the morning duties are to be completed by Emily?
   __________________________

d. What are the three daily tasks?
   __________________________
   __________________________
   __________________________

e. What could Emily or Kevin do if they were unsure of a task?
   __________________________

f. What are the five tasks listed when cleaning out the quarantine area in the morning?
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________

g. What time do the afternoon duties start?
   __________________________

h. List the times that Kevin may be required to take his lunch break.
   __________________________
Section 2 – Mathematical Questions

1. Convert the following units of measurements.
   a. $772 \text{g}$  
      $\text{kg}$
   b. Half a litre  
      $\text{ml}$
   c. $250 \text{ml}$  
      $\text{L}$

2. How much do these animals weigh?

Match the following weights to the animals listed below.

<table>
<thead>
<tr>
<th>5kg</th>
<th>3g</th>
<th>3kg</th>
<th>17kg</th>
<th>272kg</th>
<th>800g</th>
<th>450kg</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Animal</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leafy stick insect</td>
<td></td>
</tr>
<tr>
<td>Kelpie</td>
<td></td>
</tr>
<tr>
<td>Jersey cow</td>
<td></td>
</tr>
<tr>
<td>Rag doll cat</td>
<td></td>
</tr>
<tr>
<td>Shetland pony</td>
<td></td>
</tr>
<tr>
<td>8 week old kitten</td>
<td></td>
</tr>
<tr>
<td>Pomeranian dog</td>
<td></td>
</tr>
</tbody>
</table>
3. You are required to draw up 8ml of water into a syringe. Using the picture of a syringe, mark with an arrow where you would draw the water up to. (Note: the picture shows a syringe with measurements in millilitres).

4. You have been asked to mix up a cleaning solution for use in washing out the cat cages. The solution requires 1100 ml of water to be mixed with 300ml of cleaning solution. Mark the total volume of the liquids on the mixing jug.

5. Suzanne runs a mobile grooming business. A client pays for a hydrobath given to his dog. The hydrobath costs $12.50 and the owner gives Suzanne $20.

   How much change should Suzanne give the owner?

   ____________________________

6. Kaiden works at a cattery where he is asked to weigh a cat in a pet carrier. The cat and carrier together weigh 4.7kg. The carrier on its own weighs 2.5kg.

   How much does the cat weigh?

   ____________________________
7. Angela has been given the task to restock the storeroom shelves and needs to have enough food to feed the cats in her area for three days. She has 28 cats in her care and each cat eats half a can of food a day.

a. How many cans would Angela need to have in stock?

b. If each can costs $1.44 how much money would Angela need to purchase all enough cans of food?
Section 1: LITERACY, READING AND COMPREHENSION

1. | Amphibian | Breed |
   | Dachshund | Doberman |
   | Hygiene   | Invertebrate |
   | Mammal    | Microchip |
   | Nutrition | Rodent |
   | Species   |          |

2. d. Cockatoo

3. Part, responsibility, training, In, information, aids, Supervisors, representative, employee, procedures

4. c. Ask for help from a senior person.

5. d. The floor is wet and you may slip over.

6. Healthy, Communication, Infection, Treat, Environment, Service

7. | porcine | pig |
   | bovine  | cow  |
   | equine  | horse |
   | lapine  | rabbit |
   | canine  | dog  |
   | avian   | bird |
   | feline  | cat  |

8. a. Pairs, family groups, non-breeding groups, lone wolves.
   b. Conflicts within the group are minimised by the existence of a social structure.
   c. A dog shows submissive behaviour.
   d. If it is seriously threatened or protecting a valuable resource.

9. c. frog

10. b. fish
11. | Dog          | Cat       | Horse    | Rabbit     |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beagle</td>
<td>Birman</td>
<td>Clydesdale</td>
<td>Dwarf</td>
</tr>
<tr>
<td>Maltese Terrier</td>
<td>Persian</td>
<td>Shetland</td>
<td>Angora</td>
</tr>
<tr>
<td>Labrador</td>
<td>Ragdoll</td>
<td>Arab</td>
<td>Lop Eared</td>
</tr>
<tr>
<td>Kelpie</td>
<td>Bengal</td>
<td>Thoroughbred</td>
<td>Belgian Giant</td>
</tr>
<tr>
<td>Poodle</td>
<td>Moggie</td>
<td>Welsh Mountain</td>
<td></td>
</tr>
<tr>
<td>Jack Russell Terrier</td>
<td>Siamese</td>
<td>Appaloosa</td>
<td></td>
</tr>
</tbody>
</table>

12. In photo order they are: Oriental; Manx; Dachshund; Chinchilla; Pomeranian; Schnauzer; Golden Retriever.

13. b. Domestic Short Hair

14. | (L)  | litre |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(kg)</td>
<td>kilogram</td>
</tr>
<tr>
<td>(g)</td>
<td>gram</td>
</tr>
<tr>
<td>(ml)</td>
<td>millilitre</td>
</tr>
<tr>
<td>(mg)</td>
<td>milligram</td>
</tr>
</tbody>
</table>

15. a. 8:00am sharp
b. The Cattery
c. 8:00am – 12:00 noon
d. Supervision of work experience/volunteers for the day, Cat and Kitten processing and Update Computer with details
e. Ask their supervisor or co worker for help
f. Kittens, Cats, Dishes, Floors, Rubbish
g. 12:00 noon
h. 12:30pm, 1:00pm or 1:30pm
i. Socialising for quarantine cats
j. Afternoon treatments (4:00pm), Lock up adoption pens (4:30pm) and Lock up quarantine pens (5:00pm)

Section 2 - Mathematical Answers

1. 0.772 kg, 500 ml, 0.25 L

<table>
<thead>
<tr>
<th>Leafy stick insect</th>
<th>3g</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelpie</td>
<td>17kg</td>
</tr>
<tr>
<td>Jersey cow</td>
<td>450kg</td>
</tr>
<tr>
<td>Rag doll cat</td>
<td>3kg</td>
</tr>
<tr>
<td>Shetland pony</td>
<td>272kg</td>
</tr>
<tr>
<td>8 week old kitten</td>
<td>800 g</td>
</tr>
<tr>
<td>Pomeranian dog</td>
<td>5kg</td>
</tr>
</tbody>
</table>

2. 8ml
4. $20 - $12.50 = $7.50

5. 4.7 - 2.5 = 2.2kg

6. 28/2 = 14 x 3 = 42

7. a. 28/2 = 14 x 3 = 42 b. 42 x 1.44 = $60.48
Contributions

This Practice Aptitude Quiz was developed by:


This website, part of the Australian Apprenticeships and Traineeships Information Service, provides sample Australian Apprenticeships job descriptions and links to more Australian Apprenticeships information and resources. The service is funded by the Department of Education, Employment and Workplace Relations.

**AgriFood Skills Australia** - [www.agrifoodskills.net.au](http://www.agrifoodskills.net.au)

AgriFood Skills Australia is one of 11 Industry Skills Councils which have custodianship of all vocational education Training Packages. AgriFood oversees seven Training Packages in the following industry sectors: Agriculture, Horticulture and Conservation and Land Management; Animal Care and Management; Australian Meat; Food Processing; Racing; Seafood and Sugar Milling. AgriFood works closely with industry, education and government to ensure that the qualifications in these sectors reflect real industry skill requirements and to build capability, professionalism, and innovative capacity in Australia’s workforce.

**RSPCA** - [www.rspcavic.org](http://www.rspcavic.org)

The RSPCA is Australia’s leading animal welfare organisation. Each day, the RSPCA works to care for and protect all animals, striving to ensure that they live according to the Five Freedoms. Each year across Victoria, the RSPCA cares for more than 37,000 animals. Inspectors investigate more than 14,200 reports of animal cruelty and the specialist RSPCA Education team work to reach over 11,000 people. Receiving only 3% government funding, the RSPCA is reliant on the generous support of the community to make the world a better place for ”all creatures great and small”.

**Victoria University**

Victoria University (VU) is a multi-sector institution (higher education and TAFE) with excellence in teaching, training, research and scholarship. We offer short courses, as well as qualifications in Foundation, Vocational and Higher education. Our learning pathways enable you to move from a certificate course through to an advanced diploma, degree, or postgraduate qualification by coursework or research.

**The Career Education Association of Victoria** - [www.ceav.vic.edu.au](http://www.ceav.vic.edu.au)

The CEAV is the Victorian peak body for secondary school career practitioners, work experience coordinators, VET coordinators and MIPS coordinators. The CEAV provides professional development opportunities for members and also works with business, industry, and the education and training sector.


Industry Training Australia (ITA) delivers consultancy services to government and non-government organisations in the education and training sector. ITA develops and delivers information and communication services, including the Australian Apprenticeships Job Pathways website, for service provider networks and the general public.

**For enquiries about this Practice Aptitude Quiz contact**

**Industry Training Australia on 1800 338 022.**