**Logo, company name

Description automatically generated**

**NATIONAL CERTIFICATE**

**ANIMAL PRODUCTION: 48979**

**NQF LEVEL 4**

**163 CREDITS**

**LEARNER PoE**

**WORKBOOK**

|  |
| --- |
| **Portfolio of Evidence** |

|  |  |
| --- | --- |
| Learner name and  surname |  |
| Learner ID number or alternative ID |  |
| Learner telephone  number |  |
| Date of submission |  |
| Return address for the Portfolio of Evidence |  |
| Manager or  Supervisor’s name |  |
| Contact details |  |
| Special needs |  |

*I hereby declare that the assessment process as contained in this guide was discussed with me and that I agree to be assessed on these principles*

**Learner Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SKILLS PROGRAMME 5:**

**Harvest and Market Animal products**

|  |  |
| --- | --- |
| **ID:** | **Unit standard title:** |
| 116307 | Manage the quality of the harvesting of animal products |
| 116278 | Implement a food safety and quality management system in the  agricultural supply chain |
| 116684 | Participate in the development and management of an agricultural  marketing plan |
| 119466 | Interpret a variety of literary texts |
| 119457 | Interpret and use information from texts |
| 119465 | Write texts for a range of communicative contexts |

**DECLARATION OF AUTHENTICITY**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Full names of learner) declare that the contents of this portfolio are entirely my own original work. I understand that any evidence I submit needs to be my own product and if evidence were found to be fake or a duplicate of another learner’s work, I may forfeit the opportunity to be assessed.

The following are items or documents that are not entirely my own original work.

|  |  |
| --- | --- |
| **Name of document** | **Page nr/Section in portfolio** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Signature of learner Date**

|  |
| --- |
| **Assessment** |

|  |
| --- |
| **Individual Formative Exercise 1** |
| List at least 5 raw products of animal origin and then provide a list of the processed products  that can be derived from those raw products. Use a table to present your results.  Remember, one raw product can be processed into several different secondary products.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

**US 116307**

|  |
| --- |
| **Individual Formative Exercise 2** |
| Decide on three processed products of animal origin. For each of these products, discuss  the quality requirements of the consumer for each of these products. Try and think of all the  things that are important to you as a consumer. Be strict. Say to yourself, “For my money, I  believe this product should provide me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If not, I will  take it back and ask for a refund!”   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 3** |
| The quality of a non-food product is defined differently to that of a food product. Draw a table  where you compare the quality characteristics of food products with those of nonfood products.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 4** |
| Visit a production or processing unit with the permission of the manager of the unit (Wear the  appropriate safety and protective clothing and follow the hygiene rules of the establishment).  Do a risk analysis of the production or value-adding system using the format shown underneath. Identify risk areas (**at least 2**) (areas of influence on products which could impair quality), name the hazards that are present at that risk point and name methods that can be used in order to control quality at that point.   |  |  |  |  | | --- | --- | --- | --- | | **Where risk**  **occurs** | **Hazard sources** | **Possible actions** | **Potential cost benefit** | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 5** |
| Using the risk analysis done in the previous exercise (of the production or value adding  system that you visited), choose two control points and your suggested control measures  and perform a cost benefit analysis of your suggested risk control methods. If you make  assumptions regarding the costs explain how you arrived at those assumptions. Is the  learner able to justify a quality control method by demonstrating its cost benefit?   |  |  |  | | --- | --- | --- | | **Where risk**  **occurs** | **Hazard sources** | **Possible actions** | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 6** |
| Prepare a presentation that reports on your findings of Activity 4 and 5 above. Present this  report to the rest of your class as if you were reporting it to your superior at the production or  processing plant.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 7** |
| The class will be divided into three equal groups. In your group discuss the impact of various  control procedures and methods on the quality of a product of animal origin of your choosing. Especially discuss whether these control procedures will be simple and viable to implement. Individually write down your discussion points.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 8** |
| In the example of the grinding of mince in a sausage-manufacturing plant, two solutions to  the problem of bacterial contamination of ground mince lots was provided: that the operator  wash his/her hands between lots OR that the operator wears a new pair of disposal plastic  gloves for each lot. More than one solution to quality control issues will often be available.  Using one critical control point identified in Activities 4, 5 and 6 and suggest at least three  alternative practices regarding the management of quality of the particular animal product  that you investigated.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 9A** |
| Choose a product of animal origin (either a raw product or a processed product) and  convince the reader that you have a thorough knowledge of the process of that product’s  manufacture or production (As is shown in the example of the correct flaying procedure described above). Use clear language to describe every step of the process of manufacture or production.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 9B** |
| Continue with your report in Activity 9 A: List those quality characteristics which are of most  importance to your consumers regarding the product under discussion.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 9C** |
| Continue with your report in Activity 9 A and B: Clarify those points at which the quality of the  final product may be impaired and provide methods to reduce and completely prevent such  hazards.  • It is important to analyse the quality demands and public health risks associated with your  product and to put systems in place to maximise customer satisfaction and safety  • Risk analysis should include risks beyond your production or processing unit and methods  to reduce these risks should be relayed to the transporters of your goods in writing, or to  your consumers by providing advice on labels.  • Establish formal cleaning and quality control procedures that should be part of the job  description of each of the employees within a production or processing plant   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | | |

|  |
| --- |
| **Summative 1** |
| Instructions:  Answer the following questions:  1. Define quality.  2. Name five factors that may be used to refer to the quality of a food product.  3. Define quality control.  4. Name four stages of the production of a processed animal product that may influence product quality.  5. What is the most numerous type of microorganism in milk?  6. Name five sources of contamination of milk?  7. Name three critical factors that influence the microbiological status of meat.  8. Name the three main sources of contamination of meat.  9. Name the six main principles of quality control.  10. What are the objectives of a Risk or Hazard Analysis?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First Attempt** | | **Second Attempt** | | **Third Attempt** | | | Competent | NYC | Competent | NYC | Competent | NYC | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 10** |
| Explain to a group of co-workers by means of a powerpoint presentation - at least five slides:   1. What is traceability? 2. What is traceability system for the food industry? 3. What is the purpose of traceability? 4. Name six important elements of traceability. 5. How does recordkeeping support the efficiency of traceability? 6. Which records are kept to ensure traceability for an off farm pack house? 7. How can a producer show evidence of compliance with traceability systems?   **Put the outprint of your slides in the PoE.**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

**US 116278**

|  |
| --- |
| **Individual Formative Exercise 11** |
| Obtain an example of a recording system from a farm in your area and discuss it critically in  your group. If you were the manager of a fruit farm, how will you prove that you comply with  traceability standards?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | | |

|  |
| --- |
| **Individual Formative Exercise 12** |
| 1. Conduct workplace research to obtain information about implementing a recordkeeping  system that will meet all the requirements of traceability. i.e., give a list of all the documented records.  a. Conduct a food safety hazard analysis.  b. Identify your critical control points (CCPs).  c. Establish critical limits for each critical control point.  d. Develop procedures to monitor critical control points.  e. Design corrective actions to handle critical limit violations.  f. Create a food safety record keeping system.  g. Validate and verify your system.  2. Draw up a suggested HACCP plan.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 13** |
| Give at least two examples each related to any three of the following concepts, from perspective of the workplace or organisation where you are currently employed.  1. Good Agricultaral Practices (GAP)  2. Good manufacturing Practices (GMP)  3. Good Health Practices (GHP)  4. Good Social Practices (GSP)  5. Good Environmental Practices (GEP)   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 14** |
| Explain in your own words what the purpose of Good Agricultural Practice is and how it  might be of value to a commercial crop grower to adhere to and report on their implementation thereof.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 15** |
| Look at the diagram below and summarise what you understand this diagram to mean in  terms of the flow process of Good Agricultural Practices     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 16** |
| Conduct research regarding the following factors that should be considered in the management of Good Agricultural Practices, based on information from the farm where you  are completing your practical duties:   |  |  |  | | --- | --- | --- | | **Factors** | **Your findings** | **Recommendations** | | Soil:  Current or prior use of adjacent land |  |  | | Water resources and Irrigation Practices:  Potential produce contamination associated with water |  |  | | Organic fertilizer:  Hazards associated with animal manure |  |  | | Pest control:  Pesticide handling |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 17** |
| Do a walk-about on your own farm and identify at least two areas where possible nonconformance to the implemented Food Safety Management System’s Protocols and Procedures may potentially occur, and what corrective actions may be applicable.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Stages of process** | **Potential hazards** | **Yes/**  **No** | **Hazard description** | **Control measures** | **CCP or CP** | **Critical limits** | **Monitoring process** | **Corrective action** | **Records** |
| Orchards | Chemical |  |  |  |  |  |  |  |  |
|  | Physical |  |  |  |  |  |  |  |  |
|  | Biological |  |  |  |  |  |  |  |  |
|  | Quality control sampling |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Individual Formative Exercise 18** |
| Write a report after investigating the internal and external audits that take place where you  are completing your practical duties:  • Give details of the role that these audits play in ensuring food safety for the produce from  your farm.  • Draft process flow of how these audits are conducted.  • Explain in your own words how Standard Operating Procedures are integrated into Internal  Audit Procedures.  • Give examples of at least 5 different areas related to the HACCP plan or the Food Safety  Management Plan upon which Internal Audits are performed regularly. Include copies of  standard internal audit criteria and/or checklists for the areas discussed as annexures to the  report, and note on each how frequently the internal audits are conducted.  • Give a brief overview of how these internal audits are managed throughout the  organisation in order to ensure a systematic record keeping system that will form the basis of  a sound traceability system.  • Draw conclusions regarding the affectivity of the current internal audit system and make  recommendations regarding possible improvements that might benefit the organisation.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 19** |
| 1. What does Standing Operating Procedures mean?  2. How does a standing operating procedure contribute to food safety?  3. Describe at least one SOP that directly affects food safety.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Summative 2** |
| Instructions:  Based on your experience, design a powerpoint presentation in which you identify, discuss and explain the impact of non-conformance to the basic regulatory processes on the trade of the product. You must compile at least 5 slides. Put in in the PoE.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First Attempt** | | **Second Attempt** | | **Third Attempt** | | | Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent | |  |  |  |  |  |  | |

**US 116684**

|  |
| --- |
| **Individual Formative Exercise 20** |
| Explain in your own words what a value chain is.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 21** |
| What is the role of producers?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 21** |
|  |

|  |
| --- |
| **Individual Formative Exercise 22** |
| Explain the difference between a strategy to capture value and a strategy to create value.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 23** |
| Name five non-conventional markets.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |
|  |

|  |
| --- |
| **Summative 3** |
| Instructions:  Using the market plan template in your learner guide, compile a marketing plan for your farm.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First Attempt** | | **Second Attempt** | | **Third Attempt** | | | Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent | |  |  |  |  |  |  | |

**US 119466; 119465; 119457**

|  |
| --- |
|  |
|  |

|  |
| --- |
| **Individual Formative Exercise 24** |
| Explain in your own words the following terms:  a. Word attack  b. Complex terms   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 25** |
| Look at these ambiguous newspaper headlines.  • KIDS MAKE NUTRITIOUS SNACKS  • MILK DRINKERS ARE TURNING TO POWDER  Rewrite each one so that the ambiguity is eliminated, in other words the double meaning is fully explained. To do this you will need to rewrite each sentence twice. Write the literal (but incorrect) version first then what the headline is actually trying to say).  Example:  GRANDMOTHER OF EIGHT MAKES HOLE IN ONE  1. Grandmother makes a hole in one of her eight children! (Literal)  2. Grandmother of eight children achieves a hole in one (in golf) (What it is actually saying)   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 26** |
| Look at these examples of biased statements and identify what source you think they came from. **Match** the number of the statement with the appropriate number of the source given in the list. Keep in mind that a source can be biased for or against something.  **Statements:**  1. Baboons are a menace and should be shot on sight.  2. The Israeli forces are evil and are illegally occupying Palestine.  3. The Palestinians have no right to own land in the Gaza strip - it belongs to Israel.  4. Eminem is one of the greatest rappers of all times.  5. Eminem's lyrics are disgusting. He should be banned.  6. Baboons are peaceful, fun-loving animals that do no harm.  7. Men are lazy and our lives would be improved if they were all eliminated.  8. Gambling is a vice - it will lead to moral decay.  9. Women are the best! Long live women!  10. Charities benefit enormously from the Lotto therefore gambling is a good thing.  11. Farm labourers are unable to negotiate with management.  12. Farm workers preferred the ‘tot system’.  Sources:-  a) A newspaper article in favour of gambling.  b) An article from a leaflet entitled "Protect All Animals!"  c) A writer who dislikes swearing and obscenities in music.  d) A fan writing to a fan club newsletter.  e) A pamphlet promoting Israel's right to occupy the Gaza Strip.  f) An article written by someone who dislikes men intensely.  g) A letter from someone who has been plagued by baboons.  h) A poster advertising Women's Day.  i) An article that is written by someone whose life was ruined by gambling.  j) A brochure published to support the Palestinian struggle for land.  k) An Apartheid era, anti-union, farm policy document.  l) A letter from a farmer who wanted to extract cheap labour from workers.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 27** |
| Look at these examples of extracts from articles. Then match the extract with the attitude or belief being expressed either directly or indirectly. A list of attitudes and beliefs is given below - some of which are correct, some of which are not. Choose the one you think best describes the attitude and beliefs of the author. Match appropriate numbers.  **Extracts:**  1. Children are a mixed blessing. On the one hand they give meaning to our lives, are entertaining, fun to be around and keep us young. On the other hand, they are a great responsibility.  2. Modern music is in a strange state. There are no more great guitarists like Clapton and Hendricks from the 60's. Today's guitarists think it is sufficient to learn a few chords, and then blast the audience with their new-found skills.  3. The abuse of Iraqi prisoners was to be expected. The Americans have always shown little regard for those they hold captive in times of war. Abuse has occurred frequently in previous wars.  4. The current trend of concern about genetic modification of food crops is based on various scientific misconceptions. The potential benefits of GM crops far outweigh the few disadvantages.  5. Studying by correspondence is challenging. The advantages are that you can pace yourself and decide when you wish to study. You can also earn a wage while being a student. A disadvantage is that you cannot have class discussions.  **Attitudes and beliefs**: a) Negative attitude to correspondence courses  b) Positive attitude to genetic modification; belief that its advantages outweigh any disadvantages  c) Negative attitude to the USA; belief that they tend to abuse prisoners of war  d) Belief that modern music is better than it was 40 years ago  e) Belief that having children is a positive thing, positive attitude to children  f) Positive attitude to the USA; belief that they are a humane nation  g) Negative attitude to genetic modification; belief that it is ultimately harmful  h) Negative attitude to modern music; belief that it has got worse over the years  i) Positive attitude to studying through correspondence colleges; belief that they are better than full-time institutions  j) Belief that having children is a bad thing, negative attitude towards children   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 28** |
| Explain in your own words how humour is used in text.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 29** |
| Read the following two extracts carefully.  **Extract1:**  Cats are all tigers at heart - just one look at those huge flashing eyes and you know you are in serious trouble if you don't deliver cream and caviar instantly! Out will come the claws - the gloves will be off, so to speak, and woe betide your furniture! Anything that can be shredded will be and you had better watch out. Of course, your favourite kitty can lull you into thinking she's just a sweetheart. When she really wants something she will curl up next to you, rub against you and in a seductive purr tell you that you are just the best owner in the world. Don't be fooled, under that gorgeous sound lurks the spine-chilling growl of a tiger on the prowl.  **Extract 2:**  Ms Miller, the Honourable Member for Xanadu Park, has been up to her usual tricks. Using all the charm she has (and we all know how well-endowed she is in that area) she has convinced the high-minded, law-abiding citizens of this suburb that prostitution and drug dealing are quite respectable ways for people to earn their living. So now, thanks to her efforts, we can all look forward to wonderful street scenes in which gorgeous ladies of the night tempt lonesome passers-by and the brave sellers of illegal substances cruise the streets offering their delights for sale.  Both these passages rely on humour to make their points.   * Which one is a light-hearted entertaining extract? How do you know that? * What purpose do you think the author had in mind when he/she wrote this? * Is the passage trying to influence the reader to support a particular point of view? Give reasons for your answer. * Which one is a piece that relies on sarcasm and irony to make a serious point? * What purpose do you think the author had in mind when he/she wrote this? * What point of view are they supporting? * How are they trying to influence the reader? Give reasons for your answer.  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 30** |
| Look at these sentences. They are all taken from an article written by someone who is trying to convince readers of something.  1. This is the saddest story ever told in history.  2. You will weep buckets of tears at this movie.  3. The most beautiful child of the best mother in the world is kidnapped.  4. The kidnappers demand a ransom of 2 million rand from the estranged father.  5. Action scenes galore follow, enough to satisfy the most bloodthirsty audience.  6. Above all however, the movie breaks your heart.  7. The two lead actors act their hearts out and the end result is a tear-jerker of note.  8. Your life will not be complete if you don't see "The Boy Who Never Was."  **Now see if you can find:**  • Two examples of hyperbole;  • Two examples of figurative language;  • What sentence contains a fact and not an opinion?  • What message about the movie is repeated several times?  • Would this review convince you to go and see the movie? Why or why not?   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 31** |
| Look at these descriptions of various texts, which are indicated by letters. Then look at the list of types of writing or genres, which are numbered. Now match the text with the genre. (Just write down the numbers and letters).  **Texts:**  A. A novel set in Malaysia dealing with a tea grower.  B. A text giving reasons for and against the use of euthanasia (mercy killing) by trained medical personnel.  C. An article promoting the view that genetic modification of plants is of overall benefit to a country. D. A brochure describing a new holiday resort in the Maldives.  E. A pamphlet accompanying a complicated new digital camera in which directions for use are given. F. A diary entry reflecting on one's feelings about the death of a much-loved friend.  G. A letter to a wine estate's manager asking for vacation employment.  **Genres**:  1) Discursive  2) Descriptive  3) Narrative  4) Reflective  5) Argumentative  6) Transactional  7) Expository   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 32** |
| Using the points listed in your mind-map in the learner guide, produce a paragraph for each of the Main Ideas, namely Barriers, Solutions and Conclusion.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 33** |
| 1. Name the three basic steps when you plan to write a letter.  2. Then write a letter to a newspaper on your opinion on alien vegetation.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 34** |
| Read the following sets of short simple sentences and then combine them into complex sentences. Use the words in brackets after the sentences to join the sentences. Remember when you are combining short sentences you can leave out words from the adjoining sentences.   * Writing clearly is a challenge. You can always learn to improve. (however) * Plant production is an interesting field. There are various specializations. (in which) * Nelson Mandela is a great man. He recently celebrated his 86th birthday. He celebrated it in Qunu. Qunu is his birthplace. (who; which) * AIDS is a terrible pandemic. Millions have already died. We could stop it. (in which; however) * Racist language is offensive. Racist language comes from fear. It also comes from stereotyping. (which; and) * Women used to be discriminated against. Women have now demanded equal rights. Women are prepared to fight for these rights. (however; and) * Professionalism is important. Professionalism guarantees respect in the workplace. It should be practiced by everyone. (as; and therefore)  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 35** |
| You are now going to write a text in which you demonstrate that you can use paragraphs in a logical way that contributes to the cohesion of your text.  Imagine you have been asked to write an article for the college magazine. The theme of this issue of the magazine is "Getting to know each other."  You need to write a text in which you give a short autobiography (life story).  Brainstorm the topic, using the words "My life" as your central topic.  Draw a mind map or a spider diagram to guide you and help you plan.  Some branches, or legs, might be:   * Where I grew up; * My family; * My education; * My interests; * My dreams for the future.   Write a text in which you use these (and other) branches or legs as guides for each separate paragraph. Your text should have at least five paragraphs, and should be about 200 words.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 36** |
| Imagine you are the editor of a news leaflet that is going to run an article on Genetic Modification. One of your writers hands you this text for the publication. You think the content is good and appropriate but are worried that the structure makes it unclear.  **Divide the text into paragraphs.**  "Genetic Modification of food refers to the alteration of the genome of plants grown for food in order to produce crops with specific advantages, such as improved yield or resistance to herbicides and insect pests. We have been modifying the genetic material of crops since the dawn of agriculture, by selection of seeds from better yielding plants, then later by deliberate cross-pollination to select desirable characteristics. The difference with modern genetic modification (recombinant DNA technology) is that we can now introduce specific genes for a defined purpose, not only from another strain of the same plant, but from a totally different species. There are potential advantages of genetically modified crops for three groups of people:(i) Growers, who will benefit from the resistance of crops to insect pests, viruses, and fungi, by the introduction of natural insecticides or fungicides from other species, so reducing the need for application of agricultural chemicals, hence also an environmental gain; resistance to herbicides, so that a field of the crop can be sprayed with a weedkiller without damaging the crop, so reducing the amount of work required; increased yields or specific tolerance to cold, salinity, or drought, so permitting crops to be grown in regions that at present have low agricultural productivity. (ii) Food processors and manufacturers, who will benefit from produce with a longer shelf-life, and better properties for processing and manufacture. (iii) Consumers, who will have cheaper and more plentiful food as a result of the advantages to growers and processors, as well as possibly better flavour, colour and texture in the food, and possibly also increased nutritional value or other health benefits. GM varieties of canola (oil-seed rape) have been designed to modify the proportions of different polyunsaturated fatty acids, and so improve the nutritional quality of the oil. Concerns have been raised about the business ethics that may drive the application of these powerful technologies, especially since the products concerned are often staple foods. Many people are unhappy about a herbicideresistant crop being developed and marketed by a company that also manufactures the herbicide, raising the suspicion that the main beneficiary will be the company concerned rather than the consumer."   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 37** |
| Write a formal letter to the editor of the local paper to inform him/her of the new community centre that is opening in a week's time in your town.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Individual Formative Exercise 38** |
| Give the letter that you wrote in Activity 37 to a fellow classmate. Let him or her edit the letter in a blue pen.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First attempt** | | **Second attempt** | | **Third attempt** | | | Competent | Not yet  competent | Competent | Not yet  competent | Competent | Not yet  competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Summative 4** |
| Instructions:  Answer the following questions:   * What do we mean by target audience? * Define context. * Give an example of a text that is written in the narrative genre. * Name three other kinds of genre. * What is the basic starting point for an argument called? * If you make a list of basic ideas in planning, what would you call this? * What is a spider diagram? * What is meant by summary? * What do you understand by "summary"? * What do we mean by "bias"? * Write a definition of a request. * What is a stereotype? * How can typography influence a reader?  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **First Attempt** | | **Second Attempt** | | **Third Attempt** | | | Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent | |  |  |  |  |  |  | |

|  |
| --- |
| **Assessor Feedback** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessor Feedback to learner** | | | | | | |
| Asessor Decleration of Competence | 1st Attempt | | 2nd Attempt | | 3rd Attempt | |
| Competent | NYC | Competent | NYC | Competent | NYC |
|  |  |  |  |  |  |
| Date of decleration |  | |  | |  | |
| Feedback |  | |  | |  | |
| **Action Plan for Competence and Re-assessment** | | | | | | |
| The learner was assessed on the following date: | | | | |  | |
| The learner has not submitted sufficient evidence and is therefore not yet competent. | | | | | | |
| The learner is required to submit  additional evidence against the following:  (List the specific outcome and  assessment criteria relevant below) | | The learner is required to improve in the  following areas: | | | | |
|  | |  | | | | |
|  | |  | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor Feedback to learner** | | | |
| **Learner Declaration** | I, …………………………………………………………declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I. accept the assessment judgment and have no further questions relating to this particular assessment instrument. | | |
| **Learner’s Signature** |  | **Date:** |  |
| **Assessor’s Signature** |  | **Date:** |  |
| **Moderator’s Signature** |  | **Date:** |  |

**CCFO Marksheet**

|  |  |  |
| --- | --- | --- |
| Critical Cross-fields | Competent / Not yet Competent | Assessor Comments |
| Identifying | C |  |
| Organising | C |  |
| Collecting | C |  |
| Communicating | C |  |
| Demonstrating | C |  |
| Contributing | C |  |
| Science | C |  |
| Working | C |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor Signature** |  | **Date** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Moderator Signature** |  | **Date** |  |

**Assessment Decision**

|  |  |
| --- | --- |
| **OVERALL ASSESSMENT SCORE** | |
| 1. Meets all the criteria for all the specific outcomes of the unit standard. |  |
| 2. Meet some, but not all the criteria for the specific outcomes of the unit  standard. |  |
| 3. Clearly do not meet the criteria for the specific outcomes of the unit  standard. |  |
| 4. More evidence is required in order to make a judgement of competence. |  |

**VACS Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessor Name |  | | | |
| Date of Evaluation |  | | | |
|  | **PRINCIPLE** |  | **ASSESSOR**  **REPORT** | **MODERATOR**  **REPORT** |
| Validity of  evidence | Is the evidence appropriate and related to the specific outcomes? | Y/N |  |  |
| Was there any evidence that prohibited the Learner from meeting the assessment criteria? | Y/N |  |  |
| Authenticity of  evidence | s there proof that the evidence is the  learner’s own work? | Y/N |  |  |
| Currency of  evidence | Currency refers to the applicability of skills, knowledge and understanding in the present circumstances. Is the evidence current to the situation? | Y/N |  |  |
| Sufficiency of  evidence | Is there enough evidence to meet all the criteria of the specific outcome to certify competency? | Y/N |  |  |
| Will the Learner be deemed competent if the learner’s performance is to be reported? | Y/N |  |  |
|  |  | Date | |  |
|  |  | Date | |  |

**RE-ASSESSMENT AND APPEAL PROCEDURE**

Learner completes the re-assessment and appeals application and delivers to the assessor

Assessor decides on actions to be taken:

* Discuss reasons and appropriate actions with Learner
* Learner accepts and follows actions
* Assessor re-assess

Assessor or Learner still not satisfied

* Appeals application together with actions taken and complete assessment portfolio to the internal moderator

Internal moderator discusses with assessor and Learner together next steps and

recommendations

* Re-assessment by moderator

Learner still not satisfied with results

* Appeals application, actions taken and complete assessment portfolio to the ETQA for verification

**The assessor has to provide the moderator with all appeals and re-assessment**

**applications regardless if the Learner accepts the results of the re-assessment or not**.

Reassessment should comply with the following conditions:

* Reassessment should take place in the same situation or context and under the same conditions
* The same method and assessment instrument may be used, but the task and materials should be changed. However, they should be of the same complexity and level as the previous one(s).
* Where the methods and instruments are changed, they must be appropriate for the outcomes specified.
* On Appeal the Learner must complete and sign the appeals application (see appendix B)
* On reassessment the initial assessment plan should be extended and accepted by the Learner.

**NOTE:**

Where several outcomes have been assessed and some, but not all, were achieved

successfully, a decision has to be made about the credits for the successful outcomes, i.e.

will the learner be able to retain these credits without having to be reassessed? If so, what

would the assessment consist of then?

Care should be taken regarding how often reassessment can be taken, and the length of

time between the original assessment and the reassessment. At the initial discussion of the

assessment process and appeals procedure the Learner and assessor agree on the number

of re-assessments. A learner who is repeatedly unsuccessful should be given

guidance on other possible and more suitable learning avenues.

Learners should be secure in the knowledge that they can appeal against an unfair

assessment.

Appeals can be brought against:

* Unfair assessment
* Invalid assessments
* Unreliable assessments
* The assessor’s judgment, if considered biased
* Inadequate expertise and experience of the assessor if it influenced the assessment.
* Unethical practices

**Appeals Application**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard**  **Title** |  | **Unit Standard**  **number** |  |
| **NQF level** |  | **Credits** |  |
| **Venue** |  | **Date** |  |
| **Learner Name** |  | **Learner ID**  **number** |  |
| **Assessor Name**  **and Surname** |  | **Assessor**  **Registration**  **number** |  |

|  |
| --- |
| **1. Please explain how you were assessed:** |
|  |
|  |
|  |
|  |
|  |
| **2. Please list the reason(s) for your appeal:** |
|  |
|  |
|  |
|  |
|  |
| **3. Please indicate what course of action you would find acceptable in order to resolve this issue. (For example, another assessor, a different assessment method, etc)** |
|  |
|  |
|  |
|  |
| **4. Please specify any additional requirements or needs you may have:** |
|  |
|  |
|  |
|  |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner**  **Signature** |  | **Date** |  |
| **Moderator**  **Signature** |  | **Date** |  |

**Learner: Assessment Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner name** |  |  |  |
| **Assessor name** |  |  |  |
| **Date of assessment** |  |  |  |
| **Question** | | **Yes** | **No** |
| Was the assessment process explained to you before the assessment? | |  |  |
| Did the assessor have a pre-assessment meeting with you? | |  |  |
| Did you receive feedback after the assessment? | |  |  |
| Was the assessment feedback clear enough? | |  |  |
| Did you receive your feedback within the agreed time-frames? | |  |  |
| Do you feel that the assessment was fair? | |  |  |
| Do you feel that you received enough opportunities during the assessment to provide evidence to the assessor? | |  |  |
| Did the assessor explain all the evidence requirements to you? | |  |  |
| Were you given the chance to give your input in terms of the assessment process? | |  |  |
| Was the evidence judged in accordance with the requirements outlined to you? | |  |  |
| Was the feedback provided constructive? | |  |  |
| Was the assessment documentation clear and user-friendly? | |  |  |
| **Learner Signature** |  | **Date** |  |
| **Assessor Signature** |  | **Date** |  |
| **Moderator Signature** |  | **Date** |  |

**Assessor: Assessment Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor name** |  |  |  |
| **Date of assessment** |  |  |  |
| **Assessment Review** | | **Agree** | **Disagree** |
| The Learner provided inputs into the assessment process. | |  |  |
| Before the assessment was conducted the Learner understood what criteria and evidence will be used in the assessment process. | |  |  |
| The assessment process was conducted in the Learner’s work environment. | |  |  |
| The assessment instruments were clear and easily understood by the assessor. | |  |  |
| In similar circumstances the assessor will make the same judgment again. | |  |  |
| The evidence requirements are relevant to the unit standards. | |  |  |
| The evidence identified for this portfolio is sufficient. | |  |  |
| The evidence produced by the Learner can be verified as being authentic. | |  |  |
| The assessment methods are suitable for the outcomes being assessed. | |  |  |
| The assessment does not present any barriers for the Learner. | |  |  |
| All special needs have catered for and considered during the assessment. | |  |  |
| The assessment instruments were manageable and user-friendly. | |  |  |
| **General Comments**: I am satisfied with the process. | | | |
| **Assessor Signature** |  | **Date** |  |
| **Moderator Signature** |  | **Date** |  |

**Assessment Review Report**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification**  **Title** | Animal production | **Qualification**  **Number** | 48979 |
| **NQF Level** | 4 | **Credits** | 163 |
| **Venue** | Various locations: Peritum  Agri Institute, on farms, at  feedlot, etc | **Final**  **declaration**  **Date** |  |
| **Learner Name** |  | **Learner ID**  **Number** |  |
| **Assessor Name** |  | **Assessor**  **Registration**  **Number** |  |

**Assessment Guide**

|  |
| --- |
| **Strengths** |
|  |
| **Weaknesses:** |
|  |
| **Recommendations:** |
|  |

**Assessment Process**

|  |
| --- |
| **Strengths** |
|  |
| **Weaknesses:** |
|  |
| **Recommendations:** |
|  |

**Assessment Methods Used**

|  |
| --- |
| **Strengths** |
|  |
| **Weaknesses:** |
|  |
| **Recommendations:** |
|  |

**Assessment Instruments Used**

|  |
| --- |
| **Strengths** |
|  |
| **Weaknesses:** |
|  |
| **Recommendations:** |
|  |

**Learners Readiness for Assessment**

|  |
| --- |
| **Strengths** |
|  |
| **Weaknesses:** |
|  |
| **Recommendations:** |
|  |

**Unit Standards**

|  |
| --- |
| **Strengths** |
|  |
| **Weaknesses:** |
|  |
| **Recommendations:** |
|  |

|  |
| --- |
| **Recommendations:** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor Signature** |  | **Date** |  |
| **Moderator Signature** |  | **Date** |  |