Logo, company name

Description automatically generated

**Module 2**

**Sustainable Farming Practices**

**Portfolio of Evidence**

# Individual Formative Exercise 1

## US 116293

Explain which External factors influence the production of Agricultural commodities.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 2

## US 116293

Describe the responsibility of the local producer towards the industry or production enterprise you are working in.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 3A and 3B

## US 116293

1. Indicate how precision farming can be implemented.
2. Indicate how the information obtained from soil samples can be used by management.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 4

## US 116293

Explain how the use of forecasts can be applied in the production process.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 5

## US 116293

Which criteria or standards can be used to analyze your farming enterprise?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 6

## US 116293

How can the market information be used to assess your production processes?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 7

## US 116293

Use the production enterprise on your farm (crop **or** animal) and write down the infrastructure needed to produce it.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 8

## US 116293

Which factors can influence your infrastructure on the farm?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 9

## US 116293

Select a production system of your choice and apply the following:

1. Use the criteria in your learner guide and evaluate the choice of system and the sustainability thereof.
2. Identify the natural resources needed for the production of that product.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 10

## US 116293

Name the factors that will determine the equipment for harvesting on the farm.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 11

## US 116293

Name any 5 quality control processes of quality control on the farm.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 12

## US 116293

Name the aspects to be addressed before the product reaches the consumer.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 13

## US 116293

Illustrate the role-players in the production process.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 14

## US 116288

Explain the sustainable usage of resources to ensure that it does not damage or harm the resources.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 15

## US 116288

Make a list of the legislation that guides your production plan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 16

## US 116288

Write a short report on the scope of your enterprise using the following headings:

1. Financial requirements
2. Resources required

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 17

## US 116288

Explain the role of the following:

1. GAP
2. GMP's
3. HACCP

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 18

## US 116288

Discuss how data gathering is important for quality control.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 19

## US 116288

"If I had to develop a quality management system for the quality control process on a farm, to ensure export quality produce, I would include the following"

Detail your plan step -by-step for your specific product, using the following headings:

1. Specific quality standards
2. Quality control procedures

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 20

## US 116309

Explain the four steps of whole farm planning.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 21

## US 116309

Explain what role site selection play regarding the conservation of natural resources.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 22

## US 116309

Explain the following:

1. What can influence farm layout?
2. Intensive farming system.
3. Aquaculture
4. Horticulture

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 23

## US 116309

Select a farming enterprise and list the data you would need to create or improve the infrastructure that can assist the sustainability of the enterprise:

1. Access/transport
2. Borehole
3. Farmhouse
4. Fencing
5. Firebreak
6. Irrigation
7. Nursery/green house
8. Woodlot
9. Workshop
10. Grazing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 24

## US 116309

Explain how you can use the following aspects of data collection on your farm:

1. Graph
2. Poster
3. Data sheets

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 25

## US 116309

What must be included in a land use plan?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 26

## US 116309

Use your farming activity as example. Tabulate the repairs and maintenance that need to be done and state the tools you will need to carry out routine repairs and maintenance.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 27

## US 116309

1. Compile a set of quality standards for your production Agri enterprise (Crop OR Animal).
2. How will you explain quality control to the workers on the lowest level?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 28

## US 116309

Explain how you will prevent erosion on your farm.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 29

## US 116309

How can you improve the absorption of water in the soil?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 30

## US 12417

1. A swimming pool is 7m long, 5m wide, 1m deep at the shallow end, and 3m deep at the deep
2. end. The floor slopes evenly. What is the inside surface of the swimming pool and what is the volume (in m3)?
3. Calculate the volume of a cylinder with a radius of 3m and a depth of 5m. What is the surface area of the wall of the cylinder?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 31

## US 12417

A farmer decided to build a dam on this farm. He wanted to have a cylindrical shaped dam.

The diameter of the dam was to be 20m and the depth was to be 4m. How many liters of water will the dam hold when it is full?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 32

## US 12417

Calculate the volume of a cylinder with a radius of 3 meter and a depth of 5 meter. What is the surface area of the wall of the cylinder?

Your city council has decided to build a cone shaped reservoir. The plan that was given to the building contractor indicated that the top diameter of the reservoir must be 50m. The depth of the reservoir is indicated at 30m. What volume of water can be stored in the reservoir? What is the surface area of the wall of the cone?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 33

## US 12417

Your city council has decided to build a cone shaped reservoir. The plan that was given to the building contractor indicated that the top diameter of the reservoir must be 50m. The depth of the reservoir is indicated at 30m. What volume of water can be stored in the reservoir? What is the surface area of the wall of the cone?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 34

## US 12417

1. A ladder rest against a wall 24m high. The foot of the ladder is 7m from the foot of the wall.
2. Calculate the length of the ladder.
3. Morgan is standing 5 meters away from the base of a tree. The angle between his feet and the top of the tree is 55˚. How tall is the tree?
4. It is 11:00 on a sunny day. You are standing next to a block of flats.
5. Calculate the height of the block of flats (y) based on the information in the diagram.
6. Calculate the hypotenuse of the shaded area by using Pythagoras’ theorem.

****

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 35

## US 12417

Summarise the information from the floor plan

****

1. How many bedrooms does this house have?
2. How many doors does the owner bedroom have?
3. How many bathrooms are there and where are they situated?
4. What does each bathroom contain?
5. How many windows does the kitchen have?
6. What is included in bedroom 2?
7. What is the room next to Bedroom 2?
8. What is the floors space area of the living room?
9. What interesting feature does this house have that we do not always in find in a South African house

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 36

## US 12417

Study the map of the centre of Johannesburg:

1. Which Rugby Stadium is found in Johannesburg?
2. Which well-known suburb is also found in Johannesburg?
3. In which region is Joubert Park?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

****

# Individual Formative Exercise 37

## US 12417

Study the map of Africa:

1. The map of Africa indicates a scale of 1: 40,000,000. What does that mean?
2. Name the neighboring countries to Zambia.
3. What are the names of the two oceans that surround Africa?
4. What is the former name of Namibia?
5. What is the capital of Nigeria?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

Diagram

Description automatically generated with medium confidence

# Individual Formative Exercise 38

## US 12417

Study the map:



1. What is the Universal Time Constant?
2. What does GMT stand for?
3. How many hours is South Africa ahead of GMT?
4. How many degrees make up one-hour time difference?
5. What is the time difference between South Africa and Perth, Australia?
6. What is the International Date Line?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative Exercise 39

## US 12417

Plot the values:

1. (5,2)
2. (-4,-3)
3. (-2,4)
4. (1,-4)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 40

## US 16303

1. Why is it important to have Natural Resource Management Practices in place?
2. Explain the following:
3. Climate change
4. Ecology
5. Controlling human impact on ecosystems.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 41

## US 16303

Name the characteristics of sweet veld and sour veld.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 42

## US 16303

What types of fauna and flora do you find in your area?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 43

## US 16303

1. What is veld management?
2. Also explain a veld management practice.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 44

## US 16303

Discuss the following:

1. Rotational resting
2. Erosion management

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 45

## US 16303

Name and explain the causes of soil erosion.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 46

## US 16303

Why does alien plants effect natural resources?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 47

## US 16303

Explain preventative measures under the following headings:

1. Rehabilitation measures
2. Temperature
3. Soil

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 48

## US 16303

1. Give a definition of delegation.
2. How do you delegate to subordinates?
3. When a task is delegated, what must the subordinates understand?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 49

## US 116322

1. What is the main effect of the PWQF?
2. Why is a clogged emitter detrimental to production?
3. Which factors will stimulate the growth of microbes in the irrigation system?
4. The pH of the water is 7.85. List your assessments and actions to be taken to optimise this chemical water quality factor?
5. Why is an EC of more than 150mSm-1 an important parameter in production?
6. Why is an SAR value of >1 is a negative factor in production?
7. What is the effect of a high concentration of magnesium on the potassium status of trees?
8. Dosing apparatus used to apply acids and disinfectants are grouped into which two groups?
9. Name three types of filters used to remove PWQF from irrigation water?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 50

## US 116322

1. What are the reasons for treating irrigation water?
2. Are all pesticides more efficient at a pH less than 6.00?
3. Lists four types of precipitates that can accumulate in emitters and irrigation pipes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 50

## US 116322

1. What are the reasons for treating irrigation water?
2. Are all pesticides more efficient at a pH less than 6.00?
3. Lists four types of precipitates that can accumulate in emitters and irrigation pipes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 51

## US 116322

1. According to the standard set by Leading drip irrigation supplier, the concentration of 60% nitric acid in the system should be 0.6%. Calculate the concentration if the acid available has a concentration of 50%.
2. Why is nitric acid the preferred acid in lowering the pH of irrigation water?
3. What is the meaning of a maintenance and corrective treatment?
4. Describe the terms chlorine and chloride.
5. Name the three common water quality treatment processes.
6. Can all the CWQF be improved? Motivate your answer.
7. What is the best method to determine the volume acid required to acidify the water to a certain pH?
8. Name the best method to evaluate the chlorination process.
9. Describe in short what “relevance of measurements” means.
10. What CWQF can accurately be measured on the farm or in the orchard?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 52

## US 116322

1. Two water sources are available for irrigation. Source A is of good quality with an EC of 30mSm-1 and source B has an EC of 130mSm-1. How can the volume of irrigation water with an acceptable quality be increased?
2. Estimate the EC of the mix when two waters with an EC of 100 and 50 mSm-1 are mixed in a ration of 1 to 2.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
|  |  |  |  |  |  |

# Individual Formative 53

## US 116320

Explain the environment as a system.

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| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative 54

## US 116320

Explain the ecosystem process:

1. Energy cycle
2. Water cycle
3. Mineral cycle

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| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
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# Individual Formative 55

## US 116320

1. Discuss farming as a system:
2. Fixed input - the land
3. Output markets - the buyer and the consumer
4. The services a farm might need.

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| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
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# Individual Formative 56

## US 116320

Explain what sustainable agriculture is:

1. Definition.
2. Three main goals.
3. The social factors that play a role.

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# Individual Formative 57

## US 116320

Divide into Individuals.

Name the legislation for the following:

1. Marketing in agricultural products
2. Equity and labour practices
3. Environmental conservation

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| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
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# Individual Formative Exercise 58

## US 119469

**Instructions:**

For each set of sources listed below, place a checkmark next to the one that would be most

useful for finding information on the stated topic. Then, in the space provided, give a reason for your choice.

1. Topic: fuel consumption of South African made motor vehicles

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| 1. A newspaper article titled " Fuel eating South African Cars" |  |
| 1. An encyclopedia article on "Fuel consumption of Automobile Engines" |  |
| 1. A research report in Car Magazine on South African vehicle performance |  |
| REASON: | |

2. Topic: viruses as a cause of cancer

|  |  |
| --- | --- |
| 1. A textbook titled Well-being: An introduction to Health |  |
| 1. An article in Scientific SA magazine on controlling viruses |  |
| 1. An issue of the Journal of the South African Medical Association devoted to a review of current research findings on cancer |  |
| REASON: | |

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| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 59

## US 119469

**Directions:**

Read each statement and place a checkmark next to the individual who would seem to be best authority on the subject:

1. "Generations", the highly popular, most glamorous, the longest running locally produced soapie in South Africa

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clara Nzima, the programme's Commission Editor.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Violet Ntibane, a soap opera fan for 15 years.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Frances Hailey, a TV critic for The Star.

1. The president's recent news conference was a success.

\_\_\_\_\_\_\_\_\_\_\_\_\_ Freek Robinson, a well-known news commentator.

\_\_\_\_\_\_\_\_\_\_\_\_\_Bheki Khumalo, one of the president's advisors.

\_\_\_\_\_\_\_\_\_\_\_\_\_ Howard Summers, a professor in economics.

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# Individual Formative Exercise 60

## US 119469

**Directions:**

For each of the following paragraphs, identify the assumption that is made by the writer and write it in the space provided.

1. Do you have any effective techniques that you use regularly to reduce your level of stress? If not, you may be among the many people who intellectually recognize the dangers of chronic stress perhaps even have benefited from relaxation exercises – but somehow haven’t made stress reduction part of their daily schedule. And you may be especially fascinated by a unique six-second exercise conceived and developed by Charles F. Stroebel, M.D., Ph.D., director of research at The Institute of Living in Hartford, Connecticut, and professor of psychiatry at the University of Connecticut Medical School.

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2. Do boys need to rely on heroes more than girls do as sources of identity while growing up?

While no one has gathered statistics, it is true that boys are more often called upon to prove themselves through performance. For example, even today, they’re often still judges by how well they can kick and throw a ball. So, they may have a greater dependence on athletes, if only as models to imitate. The baseball/football trading card ritual is still very common among elementary school-age boys; girls, however, have no equivalent for this practice, nor are they rated for their physical accomplishments the same way. Despite today’s increasingly “non-sexist” child rearing, girls are still evaluated more on the basis of how they relate to other people than as solitary, achieving individuals.

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# Individual Formative Exercise 61

## US 119469

**Directions:**

Below is a list of different types of writing. For each item, decide whether it has little slant (L),

is moderately slanted (M) or is very slanted (V). Write L, M, or V in the space provided.

\_\_\_\_\_\_\_ 1. Help-wanted ads

\_\_\_\_\_\_ 2. An encyclopedia entry

\_\_\_\_\_\_ 3. A newspaper editorial

\_\_\_\_\_\_\_ 4. A biology textbook

\_\_\_\_\_\_\_ 5. A letter inviting you to apply for a charge account

\_\_\_\_\_\_\_ 6. A college catalogues

\_\_\_\_\_\_\_ 7. An autobiography of a famous person

\_\_\_\_\_\_\_ 8. An insurance policy

\_\_\_\_\_\_\_ 9. Time magazine

\_\_\_\_\_\_ 10. Catholic Digest

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# Individual Formative Exercise 62

## US 119469

**Directions:**

Read each of the following statements and decide whether it is a generalization. Place a checkmark next to the statements that are generalizations.

\_\_\_\_1. My sister wants to attend the University of Pretoria.

\_\_\_ 2. Most engaged couples regard their wedding as one of the most important occasions in their lives.

\_\_\_\_ 3. Senior citizens are a cynical and self-interested Individual.

\_\_\_\_ 4. People do not use drugs unless they perceive them to be beneficial.

\_\_\_\_ 5. Warning signals of a heart attack include pain in the left side of the chest.

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| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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# Individual Formative Exercise 63

## US 119469

**Directions:**

Read the following paragraphs and underline each generalization.

1. Teenagers need privacy; it allows them to have a life of their own. By providing privacy, wê demonstrate respect. We help them disengage themselves from us and grow up. Some parents pry too much. They read their teenager’s mail and listen in on their telephone calls. Such violations may cause permanent resentment. Teenagers feel cheated and enraged. In their eyes, invasion of privacy is a dishonorable offence. As one girl said: “I am going to sue my mother for malpractice of parenthood. She unlocked my desk and read my diary.
2. Farmers are interested in science, in modern methods, and in theory, but they are not easily thrown off balance and they maintain a healthy suspicion of book learning and of the shenanigans of biologists, chemists, geneticists, and other late rising students of farm practice and management. They are, I think, impressed by education, but they have seen too many examples of the helplessness and the impracticality of educated persons to be either envious or easily budged from their position.
3. Although the most common place reason women marry young is too “complete” themselves, a good many spirited young women gave another reason: “I did it to get away from my parents.” Particularly for girls whose educations and privileges are limited, a jailbreak marriage is the usual thing. What might appear to be an act of rebellion usually turns out to be a transfer of dependence.

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# Individual Formative Exercise 64

## US 119469

**Directions:**

Identify and mark each of the following statements as either Fact or Opinion

1. Alligators provide no physical care for their young. \_\_\_\_\_
2. Humans should be concerned about the use of pesticides that kill incects at the bottom of the food chain. \_\_\_
3. There are 28 more humans living on the earth now than there were ten minutes ago. \_\_\_
4. We must bear greater responsibility for the environment than our ancestor did. \_\_\_
5. Nuclear power is the only viable solution to our dwindling natural resources. \_\_\_
6. Between 1850 and 1900 the death rate in Europe decreased due to industrial growth and advantages in medicine. \_\_\_\_
7. Dogs make the best pets because they can be trained to obey. \_\_\_
8. Solar energy is available wherever sunlight reaches the earth. \_\_\_
9. By the year 2030, many diseases, including cancer, will be preventable. \_\_\_
10. Hormones are produced in one part of the body and carried by blood to another part of the body where they influence some process or activity.

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# Individual Formative Exercise 65

## US 119469

**Directions:**

Read each of the following statements and decide how the statistic is misused.

Write your explanation in the space provided.

1. Classrooms at Esselenpark are not overcrowded. There are three square meters of floor space for every student, faculty member, and staff member on campus.
2. More than 12,000 people have bought Toyota Corolla Cars this year, so it is a popular car.
3. The average water pollution by our local industries is well below the hazardous level established by the Environmental Protection Agency.

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# Individual Formative Exercise 66

## US 119469

**Directions:**

Read the following selection and answer the questions that follow.

**A Welfare Mother**

I start my day here at five o’clock. I get up and prepare all the children’s clothes. If there’s shoes to shine, I do it in the morning. About seven o’clock I bathe the children. I leave the baby with the babysitter and I go to work at the settlement house. I work until twelve o’clock. Sometimes I’ll work longer if I have to go to welfare and get a check for somebody. When I get back, I try to make hot food for the kids to eat. In the afternoon it’s pretty well on my own. I scrub and clean and cook and do whatever I have to do.

Welfare makes you feel like you’re nothing. Like you’re laying back and not doing anything and it’s falling your lap. But you must understand, mothers, too, work. My house is clean. I.’ve been scrubbing since this morning. You could check my clothes, all washed and ironed. I.’m home and I’m working. I am a working mother.

A job that a woman in a house is doing is a tedious job-especially if you want to do it right. If you do it slipshod, then it’s not so bad. I’m pretty much of a perfectionist. I tell my kids, hang a towel. I don’t want it thrown away. That is very hard. It’s a constant game of picking up this, picking up that. And putting this away so the house will be clean.

Some men work eight hours a day. There are mothers that work eleven, twelve hours a day. We get up at night, a baby vomits, you have to be calling the doctor, and you have to be changing the baby. When do you get a break, really! You don’t this is an all-around job, day and night. Why do they say its charity! We’re working for our money. I am working for this check. It is not charity. We are giving some kind of home to these children.

I’m so busy all day I don’t have time to daydream. I pray a lot. I pray to God to give me strength. If He should take a child away from me., to have the strength to accept it. It’s His kid. He just borrowed him to me. I used to get in and close the door. Now I speak up for my right. I walk with my head up. If I want to wear big earrings, I do. If Im overweight, that’s too bad. I've gotten completely over feeling where I’m little. I’m working now, I’m pulling my weight. I’m goiing to get off welfare in time, that’s my goal- get off.

Its living off welfare and feeling that you’re taking something for nothing the way people have said. You get to think to think maybe you are. You get to think, why am I so stupid! Why can't I work! Why do I have to live this way? It’s not enough to live on anyway. You feel degraded.

The other day I was at the hospital, and I went to pay my bill. This nurse came and gave me the green card. Green card is for welfare. She went right in front of me and gave it to the cashier. She said, “I wish I could stay home and let the money fall in my lap” I felt rotten. I was just burning inside. You hear this all the way around you. The doctor doesn’t even look at you. People are ashamed to show that Green card. Why can’t women just get a check in the mail. Here, this check is for you. Forget welfare. You’re a mother who works,

This nurse, to her way of thinking, she represents the working people. The ones with the green card, we represent the lazy no-goods. This is what she was saying. They’re the good ones and we’re the bad guys.

1. What do you think is the source of this selection?

2. Do you consider this welfare mother to be an authority? Why or why not?

3. What assumptions does this welfare mother make? Do you agree or disagree? Why?

4. Do you think this view of a welfare mother is biased? Why or why not?

5. Is the writing in this article slanted? If so, give some examples.

6. How does this welfare mother support her ideas?

7. Does this welfare mother make any value judgments? If so, what are they?

8. Does this welfare mother make any generalizations? If so, underline them

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| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
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# Individual Formative Exercise 67

## US 119469

**Directions:**

Read the following article and then answer the questions:

**The War On Children’s Culture**

My 9-year-old daughter, Emma, and her friends have recently developed an inverse rating system. If grown-ups don’t like a children’s movie or TV show, it’s worth considering. Anything adult critics absolutely hate is must-see.

In recent years, as children’s culture has become enormously diverse and lucrative, movie and television critics have become the disapproving voice of the adult world, transmitting to Nintendo-playing, comic book-reading, video-game playing children an unrelenting barrage of contempt.

“We don’t really care for what adults see, and they don’t like what we see,” says Emma’s friend Ben, who is 12.

No. Kids wouldn’t be caught dead showing interest in grown-up movies or programs. But the adult world takes its child-rearing responsibilities seriously and does pay attention to what kids do and watch. The result is an undeclared and, in some ways, disturbing war on broad aspects of children’s culture . . ..

Some sort of truce seems in order. It feels inappropriate to be engaged in cultural warfare with our children. When we are so relentlessly contemptuous of their culture, the signals must seem especially confusing. If this stuff is so horrible, why do all their friends like it, and how come we let them watch it? If it isn’t horrible, how come everyone says it is?

Television, perhaps because it’s beamed right into our living rooms, and because parents fear their inability to control it, is the target of many of these assaults. TV is portrayed as the corrupting demon, munching away at young brain cells.

Often, the media seem to find it a primary function to warn children about the very things they most enjoy, rather than to explore or explain or defend it.

Dozens of newspapers and magazines ran critical reviews of one or the other of the two “Turtles” movies and many more published articles or editorials deploring their violence. Yet both movies were instant hits, smashes, with the audiences they were intended for – the young. Kids I’ve asked about this disparity all have the same response: adults just don’t get it. . . .

**If You Hate It, They Love It**

Meanwhile, the list of anti-kid-culture flashpoints is growing longer all the time. From the start, “The Simpsons” on M-Net has been criticized by some educational and parent Individuals – even the former Secretary of Education, William Bennett – because of its often-blistering portrayals of educators, schools and parental authority.

A number of schools have banned “Underachiever and Proud of It” T-shirts with Bart’s likeness. It’s a tactic that can backfire. When a high school student in the suburb I live in was sent home because of his “I’m Bart Simpson: Who the Hell Are You?“ T -shirt, Simpson-watching by my daughter and her buddies went from an occasional amusement to an almost religious ritual.

This is familiar ground for my generation. After reading an article in the 1950’s warning that Buddy Holly’s songs fostered disrespect for authority, my father put the offending records aside until I was older and, presumably, less impressionable. I lost none of my enthusiasm for Buddy Holly.

**What’s a Parent To Do?**

Adults might stand a better chance of helping to define their children’s values by making perhaps the ultimate sacrifice – watching with them. It goes against the grain: television is one of the few things small children are happy to do by themselves and for long periods, which encourages children being left alone with it.

But children’s own critical instincts might grow if, rather than sneering, parents were sitting with them in front of the VCR, comparing differences in animation, plot, character development and humour. My wife changed my daughter’s perception of the early Disney movies considerably when she pointed out that the women in them seemed to always need rescuing – something my daughter hadn’t noticed and was not appreciative of once she did. The two are still fighting, in fact, about whether the Little Mermaid should have left her aquatic world behind for her One True Love or made the prince come to hers.

In subsequent movies, Emma has become especially conscious of how women are portrayed. One thing she strongly disliked about the first Turtle movie, in fact, was that April O’Neill, the female (human) reporter, also needed rescuing. Meanwhile, we’ve largely banned the purchase of toys and products related to TV or films, arguing that a story and its characters must be appreciated-or not-on its own merits, not because of the things you can buy.

The range and diversity of children’s entertainment makes it difficult to control, especially for hard-pressed parents, more of whom are working longer hours all the time. Children, like their parents, have become little entertainment moguls with access to scores of choices. If they can’t access the full range of choices at home, odds are they can down the street at their buddies’ houses.

Children seem to be infinitely more accepting than adults of what they see, more inclined to like a movie or television program than not. They frequently resent cultural offerings that seem preachy or stodgily educational. And they have keen noses for hypocrisy. “Makes the Turtles look like the Care Bears,” sniffed Emma, when she saw a preview in a movie theatre for “The Silence of the Lambs.” It’s not like their parents are listening to classical music all night, either.

**Here Today, Here Tomorrow**

Whatever else happens to children’s culture, parents and other adults can count on one thing: television-the things you can watch on it, the things you can plug into it, and all its other controversial offshoots-will continue to grow. Condemnation alone seems a poor strategy for responding to the technology that has given children more tantalizing choices to make than any generation in history.

1. What is the main point of the article?
2. What is the author’s attitude toward children’s culture!
3. This article appeared in the New York Times. Evaluate it as source for:
4. a sociology term paper
5. Parents who want to learn more about children’s culture.
6. Is the article biased? Explain your answer.
7. What types of supporting evidence does the author provide? Mark several examples of each type in the article.
8. What assumptions does the author make?
9. Describe the tone of the article.

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# Individual Summative S1

## US 116293

1. Use the production enterprise on your farm and evaluate it, according to the following headings:
2. Planning
3. Preparation phase
4. Planting phase
5. Germistation
6. Growth stage
7. Pollination
8. Fruit/grain setting
9. Harvesting
10. Post-harvest actions
11. Use the product that you are involved with and draw a flow diagram to indicate the different steps in the production of the product.
12. Evaluate the post-harvest practices that the producer can control and indicate what improvements can be made if necessary.

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# Individual Summative S2

## US 116288

1. Describe how climatic features may influence the production of plants and animals.
2. Name the resources available to your specific farming enterprise.
3. Describe what is meant by: The sustainable use of resources.
4. What does a production plan consist of?
5. Why is there legislation with regard to agricultural production?
6. Explain the concept: Economy of scale.
7. Name the factors that will determine the size of the agricultural enterprise.
8. Why must there be quality management standards?
9. How will you determine how must your specific product be harvested?
10. Why is it important to spend money on practices like pruning trees or dehorning cattle?

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# Individual Summative S3A

## US 116309

1. Identify the following situations on the farming enterprise where you are working and propose suggestions on how these problems can be solved:
2. Areas where water erosion can occur or is occurring.
3. Areas where alien plants are affecting the water flow.
4. The effect of wind erosion on the crops and soil.
5. Explain in your own words how you can harvest rainwater on a farm.
6. Draw up a maintenance schedule of infrastructure that you can use on your farm enterprise.
7. Identify the following instruments and state their use
8. Thermometer
9. Rain gauge
10. Tensio-meters
11. pH meter
12. Evaporation pan

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# Individual Summative S3B

## US 12417

Answer the following questions:

1. How do you determine the volume of a rectangular prism?
2. The volume of a cone is how much of the volume of a cylinder?
3. Explain the following:
   1. Profile
   2. Section
   3. Cut
   4. Fill
4. Explain in your own words what is static calibration.
5. What do the arrows on the axes of a graph indicate?

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# Individual Summative S4A

## US 16303

Draw up a one-year plan of activities to maintain natural resources.

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# Individual Summative S4B

## US 116322

1. Identify the water source on the farm where you are performing your practical work.
2. List all the water quality factors that might affect this water source and categorise the risks according to chemical, physical or microbiological factors.
3. Obtain values for the following regarding the water that you are investigating:
4. pH
5. EC
6. SAR
7. Ca
8. Mg
9. Cl
10. B
11. N
12. Total suspended solids
13. Dissolved Oxygen
14. Now assess the water and decide on required actions
15. What type of filtration system will have to be installed if this water is to be used for irrigation purposes? Be very specific regarding type of filter and pore sizes.
16. What will be the result and advantages of your actions on the water?
17. What is the clogging hazard of the water and what can you do about it
18. Would you aerate the water? If yes, how and why?
19. Would you consider acidification of the water? If yes, how and why?
20. Would you disinfect the water? If yes, how and why?
21. Would you chlorinate the water? If yes, how and why?
22. How often will you perform these tests on the water in future?
23. What will you test routinely on the water in future?
24. What will you do with the data that you obtain from each of these water tests?
25. If you were in charge of water quality management, what would you report and to whom would you report it?

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# Individual Summative S4C

## US 116320

1. What will be the ultimate renewable energy resource?
2. Name the three major rivers in SA.
3. Name any 4 national parks in SA.
4. Define the term "Conservation".
5. Describe the term "renewable energy".

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# Individual Summative S5

## US 119469

**Instructions: Answer the following questions:**

1. Describe the concept called skimming.
2. Describe the concept called scanning.
3. Define the following concepts.
4. Non-fiction genre.
5. Fiction genre
6. Name 5 types of fiction genres.
7. What is the purpose of a Table of Content in the front of a book?
8. What is a Glossary and it's function at the back of a book?

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| --- | --- | --- | --- | --- | --- |
| **First Attempt** | | **Second Attempt** | | **Third Attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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