

# PART D: Practical– Assessment of Learner 1

## The Learner's (1) CV and ID

Learner Expression of Interest to Part-take in a Learning Program			
Program Applied for:		Farm Lay out	
Surname		Mkhononyane	
Name		Marietie Ndumvu	
ID		8209251342084	
If you do not have an ID, please tick any of the following:			
I am not an SA Citizen	I am under 18 years of age	I have lost my ID / am waiting for a new ID from Home Affairs	
If you are not an SA citizen, please tell us where you are from:			
Gender			
Male		Female	Female
Home address		28 Tafelberglaan Street	
		Langhovenpark.	
Postal Address		28 Tafelberglaan Street	
		Langhovenpark.	
Postal Code			9301
Contact Tel Number		0635238175	

Contact Cell Number	0635238175		
Contact Fax number			
Contact Email			
<b>Work Status</b>			
Employed	Farmer	Unemployed	
<b>Disabilities</b>			
Yes		No	
If you have indicated that you have a disability, please explain the extent of your disability			
<b>Please tell us about your language abilities:</b>			
<b>Your Home Language / Mother Tongue:</b>			
Xhosa			

# **CV OF MARIETJIE MHLONYENE**

*N.m.*

**CONFIDENTIAL**

**PERSONAL INFORMATION**

Residence: 7949 Bloemside 2  
Bloemfontein  
9311

Identity Number: 8209251342084

Marital Status: Unmarried

Interests: Reading  
Knitting  
Embroidery  
Cooking  
Sports

**REFERENCES**

**BathoPele HR and Management Consultants**

Contact Person: Ernest Beck  
Contact Number: 084 460 7086  
Position: Director

**CAREER OVERVIEW**

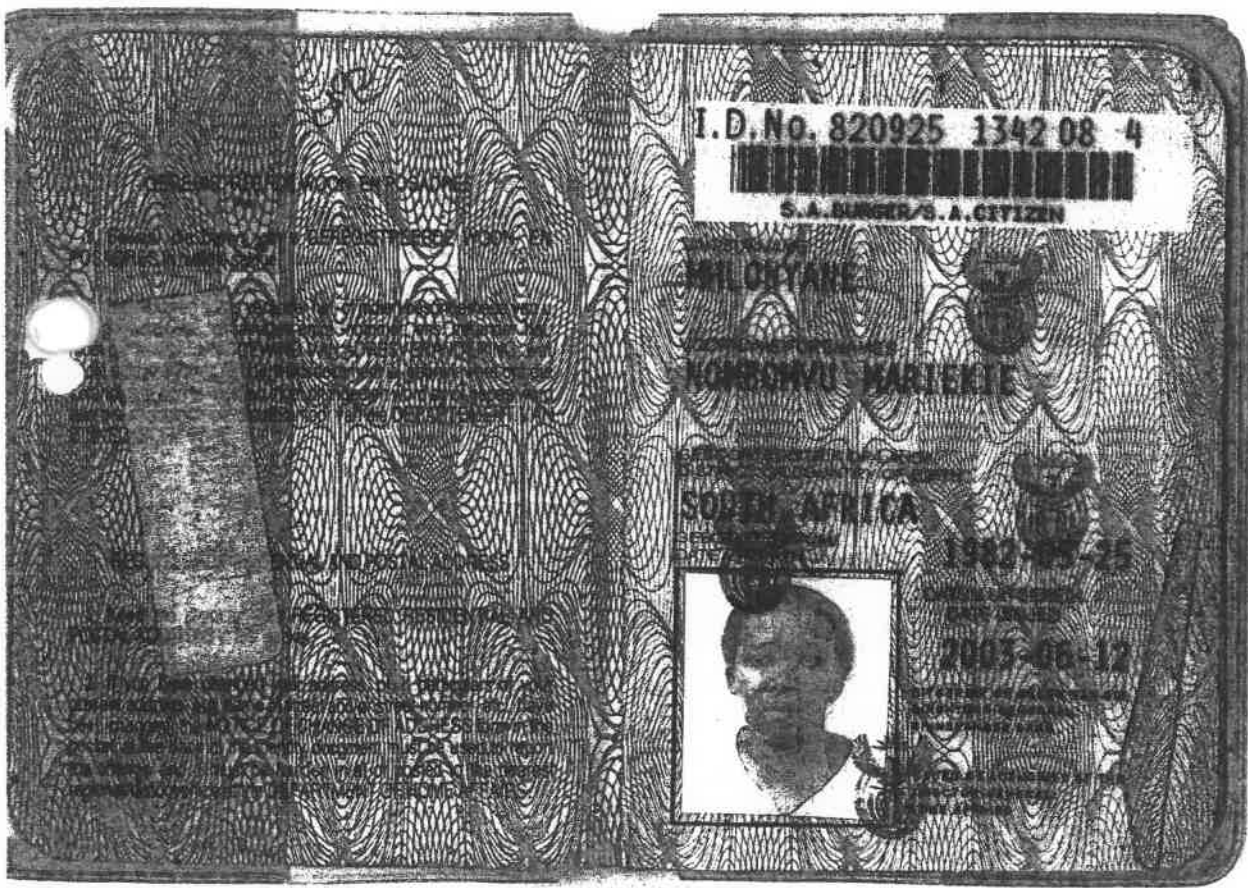
2006 Nanny  
2007 Housekeeper  
2010 Farmer

**TERTIARY**

2002 Grade 10 Tsosetso High School

**COMPUTER SKILLS**

MS Word



I.D.No. 820925 1342 08 4



S.A. BUREAU/S.A. CITIZEN

MILTON M. MARSHALL

SOUTH AFRICA



N.m.

## Assessment Contract for the Learner (1)

"Dear Learner,

The assessor and / or the facilitator holds a pre-assessment briefing with you before the learning program starts in order to guide you and assist you to make sure that you understand exactly what is expected from you in order to become competent in this learning module.

As part of the pre-assessment briefing, the learner assessment contract must be signed. The assessor will assist you and explain the agreement to you in detail."

<b>Learner Assessment Contract</b>	
<b>Learner Name:</b>	Manekie Mhlongane
<b>Learner Assessor's Name:</b>	
<b>Unit Standard:</b>	116172
<p>Your rights as a learner are:</p> <ol style="list-style-type: none"> <li>1. <b>You have a right to appeal</b> against any judgment given as a result of any assessment. You must have valid reasons for doing this.</li> <li>2. <b>You have the right to an interpreter</b> if you need one. However, if one of the learning assumptions for the unit standard is that you are competent within the language of assessment, you may not have an interpreter.</li> <li>3. <b>You can ask that an impartial observer attend any assessment.</b> This observer may not take any part in the assessment.</li> <li>4. If you do not agree with the assessment, <b>you have the right to have your assessment internally moderated.</b> If you still do not agree with the result of the assessment you can ask that the ETQA to perform an <b>external moderation</b> on the assessment. If any verification upholds the assessment findings, you will be held liable for all the costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be held liable for all cost of verification.</li> <li>5. If during the assessment you are found not yet competent, your assessor <b>will encourage you to master the areas where you have not reached competency.</b> This will be recorded <b>on a development plan.</b> You are required to arrange with the assessor for a new assessment schedule. The assessor can only permit three such re-assessments. If a learner has not reached mastery after three additional attempts, the assessor reserves the right to remove you from the program.</li> <li>6. You have <b>two re-assessments</b> if not found Competent when you submit the portfolio.</li> </ol>	
<p><b><u>Qualification</u></b></p> <p>This standard leads to the award of credits for unit standard <u>116172</u>. Once the assessment is complete application will be made to register and certify you for that standard with the ETDP SETA. You may contact the assessor or facilitator at any time for information to assist you with further studies.</p>	
<p><b><u>Confidentiality</u></b></p> <p>Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by you, the learner, the assessor(s) and moderator(s). No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process.</p>	

**Consent**

I, Mariekie Mhlonzana..... the learner, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. I have requested this assessment of my own free will and without duress.

<b>Learner 1 Signature</b>	<u>Mhlonzana</u>	<b>Date:</b>
<b>Learner Assessor Signature</b>		<b>Date:</b>
<b>Assessor Signature</b>		<b>Date:</b>
<b>Moderator Signature</b>		<b>Date:</b>

## **The Initial Meeting Checklist for Learner (1)**

A pre-assessment briefing for learners is held before the commencement of the assessment process. Use the checklist below to ensure that all these points are discussed with the learners.



**PRE-ASSESSMENT  
MEETING CHECKLIST**

<b>Learner</b>	<i>Maridie Mhlomane</i>	<b>Unit Standard Number</b>	<i>116172</i>	<b>Credits</b>	<i>2</i>
<b>Learner Assessor</b>		<b>Unit Standard Title</b>		<b>Level</b>	<i>1</i>
<b>Moderator</b>					
<b>Nr</b>	<b>Points to be Covered</b>				
1	Welcome the Learner and put them at ease.	✓			
2	Explain the purpose and objectives of the meeting.				
3	Provide clear explanations of the key elements and implications of standards based assessments within the context of the NQF.				
4	Explain the assessment process and the principles of good assessment practice.				
5	Explain the roles and responsibilities of the Learner, assessors and moderators.				
6	Explain the Learner's rights, discuss the appeal process and reassessment policies.				
7	Provide Learner with a copy of the relevant unit standard and criteria against which they will be assessed.				
8	Discuss and identify any special assessments needs of the Learner.				
9	Identify and eliminate any unfair barriers e.g. language, disabilities.				
10	Discuss the evidence requirements with the Learner, and agree on evidence the Learner must submit.				
11	Explain and agree the best assessment methods, instruments and activities to be used				
12	Ensure the assessment environment and activities are aligned with recognized codes of practice, health and safety procedures and standards operating procedures				
13	Agree on an assessment schedule with the Learner, which reflects: assessment criteria, types of evidence to be collected, assessment methods, timing of assessments, sequence of activities, deadlines and arrangements for reviewing the assessment plan.				
14	Discuss the importance of confidentiality of all information.				
15	Discuss the moderation and certification process.				
16	Give the Learner opportunity to seek clarification on any items discussed.				
17	Provide the Learner with a copy of the assessment contract which is signed and safely stored away.				
18	Explain how the learner will be supported during the assessment process.				
<b>Declaration of understanding</b>					
I am ready for the assessment.					
I declare that the points of the Pre-Assessment Meeting Checklist were explained by the assessor.					
I declare that I have received copies of the Unit standards, assessment plan/schedule and copies of the relevant policies and procedures pertaining to my assessment.					
<b>LEARNER ASSESSOR'S SIGNATURE</b>				<b>DATE</b>	
<b>LEARNER'S SIGNATURE</b>				<b>DATE</b>	

## Learner Declaration of Authenticity – Learner 1

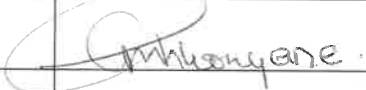
Dear Learner,

It is important that we make sure that each learner supplies original evidence completed by him / her and according to the level of knowledge and skill that you have acquired from the learning process.

### Declaration of Authenticity:

I hereby declare that the following documentary evidence is my own. I certify that the process followed was ethical and did not infringe on the copyright of any individual or organisation.

Activity 2  
 Activity 3  
 Activity 4  
 Activity 5

Position in Company:	Worker
Full names of learner:	Mariekie Mhlonjane
Signature:	
Date:	

### Learner Assessor's Signature:

Learner Assessor ID Number:	
Name and Surname:	
Signature:	
Date:	

## Assessment Plan Learner 1

# Assessment Plan: learner 1

Assessment Plan Overview	
Unit Standard Title	Apply elementary farm layout and infrastructure
Registration Number	US 116172

SO / AC	Planned Step Description and Tasks to be completed	Type of evidence to be assessed:	Assessment Tool Number and Type	Planned Assessment/ Completion Timeframes	Type of Venue needed	Resources & Equipment Needed	Other role-players that should be involved	Any Specific Arrangements to be agreed upon
SO1 AC1	Question 2 and 3	<ul style="list-style-type: none"> <li>- Foundational</li> <li>- Practical</li> <li>- Reflexive</li> </ul> Foundational Practical	Questions Practical exercise	2 hours	Training venue Farm area	Pens paper Cardboard	None	None
SO1 AC2	Question 2 and 3	Foundational Practical	Questions Practical exercise	2 hours	Training venue Farm area	Pens paper Cardboard	None	None
SO2 AC1	Question 3 and 4	Foundational Practical	Questions Practical exercise	20 minutes	Training venue Farm area	Pen paper	None	None

*N.M.*

SO / AC	Planned Step Description and Tasks to be completed	Type of evidence to be assessed: - Foundational - Practical - Reflexive	Assessment Tool Number and Type	Planned Assessment/ Completion Timeframes	Type of Venue needed	Resources & Equipment Needed	Other role-players that should be involved	Any Specific Arrangements to be agreed upon
SO2 AC2	Question 3 and 4	Foundational Practical	Questions Practical exercise	20 minutes	Training venue Farm area	Pen paper	None	None
SO3 AC1	Question 4	Foundational Practical	Questions Practical exercise	20 minutes	Training venue Farm area	Pen paper	None	None
SO3 AC 2	Question 4	Foundational Practical	Questions Practical exercise	20 minutes	Training venue Farm area	Pen paper	None	None
SO4 AC 1	Practical activity 5	Foundational Practical	Questions Practical exercise	20 minutes	Training venue Farm area	Pen paper	None	None

Handwritten initials or mark.

SO / AC	Planned Step Description and Tasks to be completed	Type of evidence to be assessed: <ul style="list-style-type: none"> <li>- Foundational</li> <li>- Practical</li> <li>- Reflexive</li> </ul>	Assessment Tool Number and Type	Planned Assessment/ Completion Timeframes	Type of Venue needed	Resources & Equipment Needed	Other role-players that should be involved	Any Specific Arrangements to be agreed upon
SO4 AC 2	Practical activity 5	Foundational Practical	Questions Practical exercise	20 minutes	Training venue Farm area	Pen paper	None	None
CCFO's	Questions 1 – 4 Practical activity 5	Foundational Practical	Questions Practical exercise	3 hours	Training venue Farm area	Pen paper	None	None

## Learner 1: Assessment workbook

# LEARNER WORKBOOK

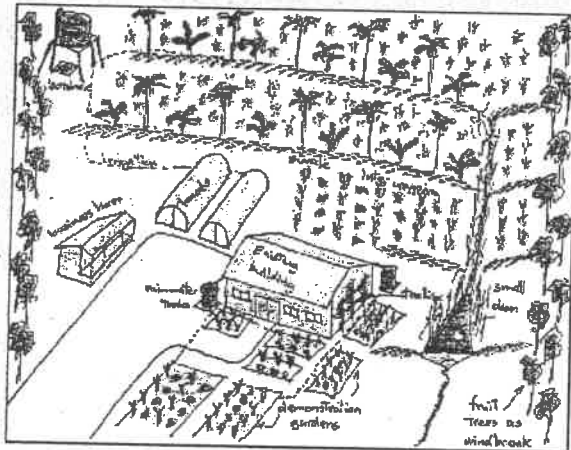
NQF Level: 1

US No: 116172

## Learner Workbook

### Primary Agriculture

# Elementary farm layout and infrastructure



My name: Marietjie Mhlonyane

My Workplace: BANSVLEI

Commodity: Farmer Date:

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



agriculture

Department of Agriculture  
REPUBLIC OF SOUTH AFRICA



AgriSETA

N.m.



## Before we start...

Dear Learner - on completion of the Learner Guide, you should have acquired all the knowledge and skills to be assessed against the following unit standard:

**Title: Apply elementary farm layout and infrastructure**

**US No: 116172**

**NQF Level: 1**

**Credits: 2**

Please read the unit standard at your own time (see Learning Guide).

## What is assessment all about?

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

## How to use this workbook ...

Your activity workbook will be handed in from time to time on request of the facilitator for the following purposes:

- ◆ The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.
- ◆ It is important that you complete all the activities and worksheets, as directed in the learner guide and at the time indicated by the facilitator.
- ◆ It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.
- ◆ When you have completed all the activities and worksheets, hand this workbook in to the assessor who will mark it and guide you in areas where additional learning might be required.
- ◆ You should not move on to the next step in the assessment process until this step is completed, marked and you have received feedback from the assessor.
- ◆ Sources of information to complete these activities should be identified by your facilitator.
- ◆ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.

ACTIVITY

1

**Individual Exercise:** Recall and/or reflect on some of the knowledge and skills that you already have.

My Name:

Molejhe Mkhoyane

My Workplace:

farm

My ID-Number:

920925 13 42084

**What do I already know about sustainable farming?** You have already learnt some important things about how to choose a farming enterprise, what to farm with and how to make sure that our agri-business is a sustainable one. Answer the questions below to help you recall and/or reflect on some of the knowledge and skills that you already have.

1. What do you think sustainable farming is?

To ensure that farming is profitable year after year you has to farm that natural Resources, Human Resources and Capital will be used optimally and without Damage

2. Name three types of resources that we have to keep in mind for conservation in terms of sustainable farming.

NATURAL Resources  
Capital + Human Resources  
Structures + Infrastructure

N.m.

3. Explain how we can conserve the following resources to ensure sustainable farming. Please use practical examples.

Soil	<p>Minimize Soil Erosion By using Strip Cropping</p> <p>Minimum Tillage and make sure that the Soil Surface is protected by with vegetative covers as far as possible</p>
Water	<p>Prevent Pollution, Minimizing the use of water sources Remove Alien vegetation:</p>
Indigenous Vegetation	<p>Remove Invasive plants + Animals</p> <p>Retain indigenous vegetation as much you can, Build fire breaks</p>

4. Can we farm on any type of land? Explain your answer.

No, Topography, Climate, Weather Zones soil types and the Available Natural Resources are not suitable for ALL types of Crop and Animal production.

N.m.

5. Can one farm with anything you want in any area? Explain your answer.

No, some areas are not suitable or Environmental Registration did not allow the farming of the commodity

6. Do you think it is necessary to control the weeds that grow in between your crops? Explain your answer.

Yes, To prevent competition for water and nutrients between crops and weed

N.m

Facilitator comments:

Assessment:



## ACTIVITY

## 2

SO 1, AC 1,2

**Group Activity:** Creating a model or map of our farm

My Name:

Mantjic

My Workplace:

My ID Number:

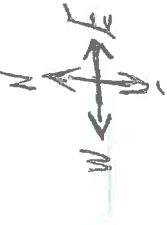
209251342084

1. Create a model or map of your farm as it is.

Explore your farm together as a group so that you understand the layout of your farm in the best possible way.

In your group decide if you wish to make a model or a map. You will be using the same map or model for other activities.

- Take a large piece of cardboard (as given to you by your facilitator), and work as a group on this project. You will be working on this same piece of paper through out the project and adding information as you decide on it.
- Draw the outline of your farm on the piece of cardboard or paper provided by the facilitator. If possible, use an existing map to ensure as much accuracy as possible.
- Walk around your farm and collect the following information to add to the map or model:
  - The slope elevation and directions (north, south, east, west) of the farm.
  - Use any materials or symbols that you wish to represent the information you have gathered on your map or model. For example, you can use paper maché to create slopes, or you could use piles of stones to represent high ground.
- Place it on top of the original piece of paper.



Record your findings in the space provided. Write keynotes / draw diagrams for yourself by answering the following questions:

2. What does the landscape look like in terms of topography and slope?

HILLS and flat land combine

3. In which directions do the major slopes run?

West and East

4. What evidence of degradation can you see, and can you identify an action that could be taken to rectify this? (Soil erosion, compacted soils, alien and /or invasive plant populations, etc.)

1.  
Soil Erosion - Minimize Tillage

2.  
Alien Vegetation - Remove It

N.m.



3.

Water - Restrict. Access to water  
4. Soil surface - to be cover with grass as far as possible

(Indigenous Vegetation)

5.

Slopes Damage THE soil Build Contours

6. Build fire Breaks to protect THE vegetation cover and crops and indigenous plants

5. Describe the vegetation you have seen on the farm?

For this question, consider the plants that you already can recognise as alien or invasive species, and plant types that are used by domestic livestock, as well as the plants growing in areas that are not used by the farm and are not part of normal farming activities.

TREES

GRASS

Weeds

CROPS

N.m

Facilitator comments:

Assessment:



**ACTIVITY**

**3**

SO 1, AC 1,2  
SO2, AC 1,2

**Group Activity: Collection of Data.** Looking at the farm's natural resources, plants, animals, water.

My Name: Marietjie...  
My Workplace: .....  
My ID Number: 820925.134208

**This is a group activity that requires the collection of data that must be added to your map or model. If the farm is large, this may be time-consuming and it would be advisable for you consider how to use your team members effectively.**

Look at the farm and divide it up into natural areas that are distinctly separate from each other, using the following list as a guideline:

Highest ground, lowest ground, water courses, fields (if the farm has already been developed), pastures, woodlands, grasslands, wilderness area, access routes.

For each of these areas collect samples, such as soil, plants, evidence showing the presence of animals (either domestic or wild, as appropriate) to add this information to your map. Your facilitator will give you research resources to help you identify alien plants.

**Use the information you have collected to answer the following questions:**

1. What do you think is important to remember regarding preserving your water sources?

Consider your answer in terms of alien plants and soil disturbance.

Cut out Alien plants and TREES (ALIEN) Such AS Bloekom (Bluegum) wiger Trees that use A. vast amount of water  
Build Dams to keep water and ALSO Contors to prevent soil Damage which will create A problem for not Retaining water in the soil

N.m.

2. What do you think is important to remember regarding conserving the quality of water in your water sources?

Consider your answer in terms of the **flow of water** and what can enter your water courses.

Restrict ~~Access~~ Access to Water Resource and Contamination. Remove Alien Vegetation that would Reduce Water Resources  
Remove Alien vegetation that also Reduce water. Stabilise Dam, walls + River Banks with Indigenous plants

3. What kinds of indigenous plants grow on the farm?

KAREE  
OLIVIER Hout  
Soet Doring

4. What types of invasive plant species did you find on the farm?

Blue gum  
SKRING  
pine

5. What plants that occur on the farm are considered weeds?

KAKIE BOS  
SATAN BOS  
Blou Dissec  
HONDE PIS BOS

N.m.

6. What crop plants are grown on the farm?

Wheat  
Peanut  
Vegetables

7. What do you think will happen if a heavy vehicle, such as a fully-loaded tractor and trailer, drives over it year after year?

Compact the soil which <sup>will</sup> let to water that cannot infiltrate the soil. It also let to plant roots struggle to grow

8. What do you think will happen to rich, loamy soil if we irrigate constantly?

Will become leached and there will be a reducing in nutrients and organic matter

9. What do you think will happen if we irrigate constantly on a sandy slope in order for our crop to have enough water?

Sand will become more leached and wash away

N.M.

Facilitator comments:

Assessment:

ACTIVITY

4

SO 3, AC 1,2  
SO2, AC 1,2

**Group Activity:** Explore the infrastructure of our farm and learn

My Name:

Marieje...

My Workplace:

My ID Number:

820925134208

This is a group activity during which you will walk around the farm in your group and consider the following:

- The structures that exist on the farm,
- The purpose for which these structures were erected, and
- Why the structures were put in that specific place.

Once you are back in the classroom, add the structures you have found to your map or model and answer the following questions:

1. What is the difference between infrastructure and structures on a farm?

Infrastructure is essential for farming. Structures in farming Activities

2. What structures did you find on your farm? Name them.

Houses  
Barns  
Stables  
Sheds  
Holding Dams

N.m

3. Why do you think these structures were erected in the first place?

To make farming activities easier

4. Why do you think these structures were put in that specific place?

To be closer to water sources  
or it was not possible to place  
it elsewhere or placement in a  
specific site prevents  
Degradation of water/soil

5. Think of the infrastructure around your farm and explain which elements of that infrastructure you think are the most important to make sure that you can farm on a commercial scale rather than on a subsistence level.

Electricity  
Telephone lines  
Water sources  
Access Roads  
Boundary fencing

N.m.  
Facilitator comments:

Assessment:

## ACTIVITY

# 5

SO 4, AC 1,2

**Practical group activity:**  
Observe and practice

My Name:

Mandjie.....

My Workplace:

.....

My ID Number:

820925134286

**This is a practical group activity during which you will participate actively in a demonstration on one of the identified conservation / structural activities. You will then be asked, as a small group, to repeat the activity on your own, without supervision or assistance.**

Your activity may be any of the following, or a similar activity, as is appropriate for the context where your learning takes place.

Problem	Type of Problem	Possible action
Prevent soil erosion	Natural Resource	<ul style="list-style-type: none"> <li>• Build contours or swales or other appropriate surface water harvesting applications</li> <li>• Apply crop rotation</li> <li>• Plant windbreaks</li> <li>• Apply mulch</li> <li>• Plant indigenous plants along water courses</li> </ul>
Veld Fire	Natural Resource	<ul style="list-style-type: none"> <li>• Plant or create fire breaks</li> </ul>
Invasive plants are growing	Natural Resource	<ul style="list-style-type: none"> <li>• Identify and remove invasive plants</li> </ul>
Trellis systems collapse	Structural	<ul style="list-style-type: none"> <li>• Rebuild trellis so that it is stronger / better</li> </ul>

N.m

**Facilitator comments:**

**Assessment:**

### QUESTION 5: CHECKLIST

	Competent	Not Yet Competent
<b>Identified task activity</b>		
<b>PREVENT SOIL EROSION</b>		
The application is in the right place, eg the contour is in a field, on a slope.		
Appropriate equipment is used to find the level ground		
The contour or swale is on level ground.		
The contour mound is stabilised appropriately		
The correct materials for mulching is identified		
Mulching is applied at the correct depth		
Appropriate plants are selected to plant along a water course		
Selected plants are planted correctly in terms of depth and watering		
<b>FIRE BREAKS</b>		
The direction where fire is most likely to be a threat is identified		
The appropriate place for a fire break is identified		
The appropriate materials for a firebreak is identified (plants, structures)		
The fire break is constructed/built/planted appropriately		
<b>INVASIVE PLANTS</b>		
Invasive plants are correctly identified		
The appropriate method to remove the identified alien plant is identified		
The appropriate method to remove identified alien plants is applied		
<b>TRELLIS SYSTEM</b>		
The fault with a trellis system is correctly identified		
Corrective measures for the faulty trellis system are identified		
The identified corrective measures to repair the faulty trellis system are applied		

**LEARNER SIGNATURE:**.....*[Signature]*.....

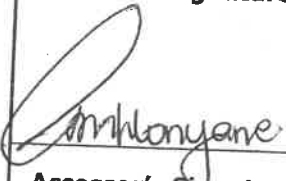
**DATE:**.....

**LEARNER ASSESSOR SIGNATURE**.....

**DATE:**.....

Nm

**Assessment Feedback Form**

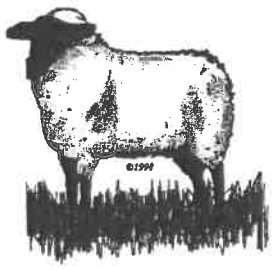

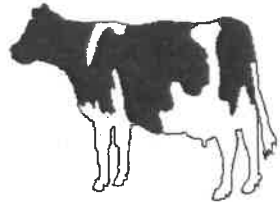
Comments / Remarks	
<b>Feedback to learner on assessment:</b>	
<b>Feedback from learner to assessor:</b> I am Happy with the way the Assessment was conducted It was fair and open	
<b>Learner's Signature:</b> 	<b>Date:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>



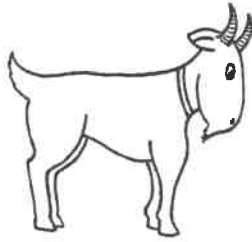
## Am I ready for my test?

- ◆ Check your plan carefully to make sure that you **prepare in good time**.
  - ◆ You have to be found **competent** by a qualified **assessor** to be declared competent.
  - ◆ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.
  - ◆ Use this worksheet to help you prepare for the test. These are **examples of possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.
1. **I am sure** of this and understand it well
  2. **I am unsure** of this and need to ask the Facilitator or Assessor to explain what it means

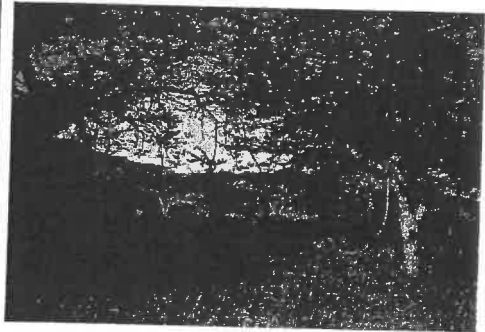
Questions	1: I am sure	2: I am unsure
1. Consider the animals listed in the left hand column against the list of grazing areas in the right hand column and match the type of animal to the type of grazing that you think would be appropriate:		

<p>Sheep</p> 	<p>Sweetveld</p> 
<p>Cattle</p> 	

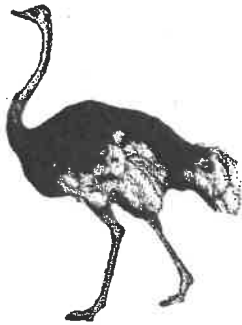
Goats



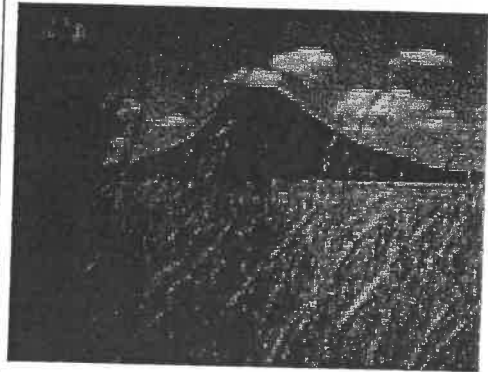
Sourveld



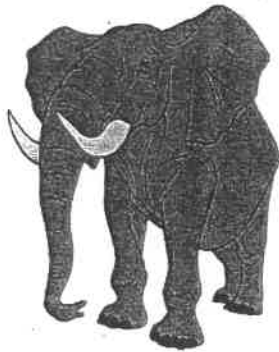
Ostriches



Mixedveld



Game



N.m.



Questions	1. I am sure	2. I am unsure
2. Do you think that we could add any structures to our farm in order to conserve our natural resources better? Hint! Think of fences around the dams or fencing off the indigenous vegetation on riverbanks... Explain your answer.	X	
3. Close you eyes and visualise the natural environmental pattern in of the farm as it might have been 300 years ago. Discuss as a group and write down the changes that agriculture and farming has made to the natural environmental pattern.	X	

	How it was 300 years ago	How it is today
Water resources	Unpolluted plenty	Scarce Polluted
The landscape & topography	Untouched	Damaged
The climate	Normal	global warming Changing
The soil	Healthy Organic	Contaminated
The infrastructure of the area	None	Well Develop
The structures on this farm	minimum	Well Develop
The types of plants that grow here	only indigenous	Lot of Alien invasion
The types of animals that are here	Alot and only indigenous	Lot in dangered and low number
The number of people who live here and how those people live	Few people and live a simple life	Conjested and Modern life

N.m

Questions	1. I am sure	2. I am unsure
4. In the table below is a list of terms. In your own words provide a definition and how this is used to achieve conservation of resources on a farm.	X	

Word	Explanation	How it can be used
Gabions	Wire Steel Cages filled with Rocks and Stacked	To Reduce Erosion Along steep Slopes and Cliffs
Groynes	Boulders or Stones Put out into the Sea or in Dam to Capture Sediment or Silt	Reduce Erosion of the Top Soil
Waterways	Any Bay, Canal, Pond Filter, Reservoir or Sinkhole which occur Naturally or wire manmade	To stop Top soil Erosion
Culverts for soil conservation	Concrete, metal Clay or steel pipe that is placed underneath Roads or in Wetland Area	Allow water to Drain <del>safely</del> safely without Eroding the soil

## Checklist for practical assessment ...


Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?	yes	Have good problem solving skills Do a course in it
Are you able to work well in a team?	yes	With this course I show that I can
Do you work in an organised and systematic way while performing all tasks and tests?	yes	I worked according to the Assessment Day = mentation.
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?	yes	through policies procedures and practical implementation Eg Correcting Soil for Test
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?	yes	AS Show in formative and summative Assess and group discussions
Can you base your tasks and answers on scientific knowledge that you have learnt?	yes	Have knowledge of Soil Erosion
Are you able to show and perform the tasks required correctly?	yes	All outcomes and Assess criteria have been covered
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?	yes	The practical knowledge and skills Eg. veg. patch At Community Centre

- ◆ The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- ◆ The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- ◆ You will be asked to give your own feedback and to sign this document.
- ◆ **It will be placed together with this completed guide in a file as part of you portfolio of evidence.**
- ◆ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

# Paperwork to be done ...

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form			
Unit Standard	116172		
Program Date(s)			
Assessment Date(s)			
Surname	Mhlonyane		
First Name	Marietjie		
Learner ID / SETA Registration Number	820925 13 42084		
Job / Role Title	Famer		
Home Language	XHOSA		
Gender:	Male:	Female: <input checked="" type="checkbox"/>	
Race:	African: <input checked="" type="checkbox"/>	Coloured:	Indian/Asian: <input type="checkbox"/> White: <input type="checkbox"/>
Employment:	Permanent: <input checked="" type="checkbox"/>		Non-permanent: <input type="checkbox"/>
Disabled	Yes: <input type="checkbox"/>		No: <input checked="" type="checkbox"/>
Date of Birth	25/09/1982		
ID Number	820925 1342084		
Contact Telephone Numbers	071 444 84 77		
Email Address			
Postal Address			Signature: 

## Assessment evidence judgement with feedback and commentary from both you and the learner. (1)

Dear Learner Assessor,

- In this step, you have to complete an evidence judgement, give feedback to the learner and make a competence judgement.

Use the following framework to guide you:

Assessor Declaration of Competence	1 <sup>st</sup> Attempt		2 <sup>nd</sup> Attempt		3 <sup>rd</sup> Attempt	
	Competent	NYC	Competent	NYC	Competent	NYC
Date of declaration						
	Feedback to the learner					
	Feedback from the learner					

<b>Learner Declaration</b>	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.		
<b>Learner's Signature</b>		<b>Date:</b>	
<b>Learner Assessor's Signature</b>		<b>Date:</b>	
<b>Assessor Signature</b>		<b>Date:</b>	
<b>Moderator's Signature</b>		<b>Date:</b>	



## Action Plans for re-assessment or moderation as applicable. (1)

Dear Learner Assessor,

- In the previous step, you made a competence judgement and gave feedback to the learner on their ability to meet the outcomes of the given unit standard.
- Sometimes, the learner that you have assessed, might not meet all the required outcomes yet, and will thus be declared "Not yet competent".
- In order to support such a judgement of competence, you will be required to complete an action plan guiding learner in steps to take in order to reach competence during a future assessment.
- In such a case - Complete the Action Plan for Competence form below - Note that only outcomes on which the learner was found not yet competent must be re-assessed.
- Re-assessments should be recorded on blank copies of the assessment tools prescribed or the tool must be adapted at discretion of the assessor. Best practice is not to present the exact same format and questions if possible. Note that it is NOT acceptable to record changed answers / observations on the same original assessment tool.
- Use your expertise and judgement to ensure that the method of re-assessment remains integrated and relevant to the expected outcomes.
- Use the following framework to guide you:

<b>Learner Name and Surname</b>	
<b>Learner ID</b>	
<b>Action Plan for Competence and Re-assessment</b>	
<b>Comments / Remarks</b>	
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:

The learner has additional special needs identified (please specify)			
The learner is required to be assessed by another assessor			
<b>Feedback from learner to assessor</b>			
<b>Learner's Signature</b>		<b>Date:</b>	
<b>Learner Assessor's Signature</b>		<b>Date:</b>	
<b>Assessor Signature</b>		<b>Date:</b>	
<b>Moderator's Signature</b>		<b>Date:</b>	

# LEARNER ASSESSOR FINAL DECLARATION OF COMPETENCE

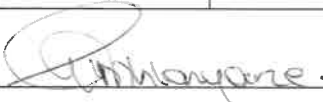
## LEARNER 1

<b>Name of Learner Assessed</b>			
<b>Learner ID</b>			
<b>Date of Final Assessment / Declaration</b>			
<b>Name of Learner Assessor</b>			
<b>Learner Assessor ID number</b>			
<b>Were the methods of your assessment...?</b>	<b>Appropriate</b>	<b>YES</b>	<b>NO</b>
	<b>Fair</b>	<b>YES</b>	<b>NO</b>
	<b>Manageable</b>	<b>YES</b>	<b>NO</b>
<b>Was the evidence that you gathered ...</b>	<b>Valid</b>	<b>YES</b>	<b>NO</b>
	<b>Authentic</b>	<b>YES</b>	<b>NO</b>
	<b>Current</b>	<b>YES</b>	<b>NO</b>
	<b>Sufficient</b>	<b>YES</b>	<b>NO</b>
	<b>Consistent</b>	<b>YES</b>	<b>NO</b>
<b>Explain how the overall assessment process was</b>	<b>Open</b>		
	<b>Systematic</b>		
	<b>Reliable and Consistent</b>		

<b>Strengths of assessment guide</b>	
<b>Weaknesses of assessment guide</b>	
<b>Readiness of the learners</b>	
<b>Strengths of the assessment instruments</b>	
<b>Weaknesses of the assessment instruments</b>	
<b>Signature: Learner Assessor</b>	
<b>Signature: Assessor</b>	
<b>Signature: Moderator</b>	

## Learner review of the assessment process (learner 1)

Questions	Response
How did the assessor encourage you to be involved in the assessment process?	Pre assessment meeting
Did the assessor take your special needs into account? If so, how?	Yes
Did the assessor agree on the assessment procedures with you?	Yes
Was feedback relevant to your needs?	Yes
Were you always aware of the outcome of the assessment?	Yes
Did the assessor help you to explore ways of becoming competent whenever you were judged NYC?	Yes
Did the assessor allow you to ask questions?	Yes
Did you always agree with assessment decisions?	Yes
Was all appropriate documentation completed and signed and did you receive copies?	Yes
Did the assessor assist or prevent you in any way when gathering evidence so as to	

obscure its authenticity?		Assist
All the evidence submitted in my name is my authentic work, which was not acquired by any unethical means.		Yes
Learner's Signature		Date:
Learner Assessor's Signature		Date:
Assessor signature		Date:
Moderator's Signature		Date:

## Learner Assessor's review of the process Learner 1

<b>Learner Assessor name</b>			
<b>Date of assessment</b>			
<b>Assessment Review</b>	<b>Agree</b>	<b>Disagree</b>	
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.			
The learners were ready for the assessment to take place.			
There were no weaknesses in the assessment guide and instruments to influence the outcome of the assessment.			
The quality of the assessment guide and the assessment instruments ensured that the learners could proof their competence against the unit standard.			
<b>General Comments:</b>			
<b>Learner Assessor Signature</b>		<b>Date</b>	
<b>Assessor Signature</b>		<b>Date</b>	
<b>Moderator Signature</b>		<b>Date</b>	